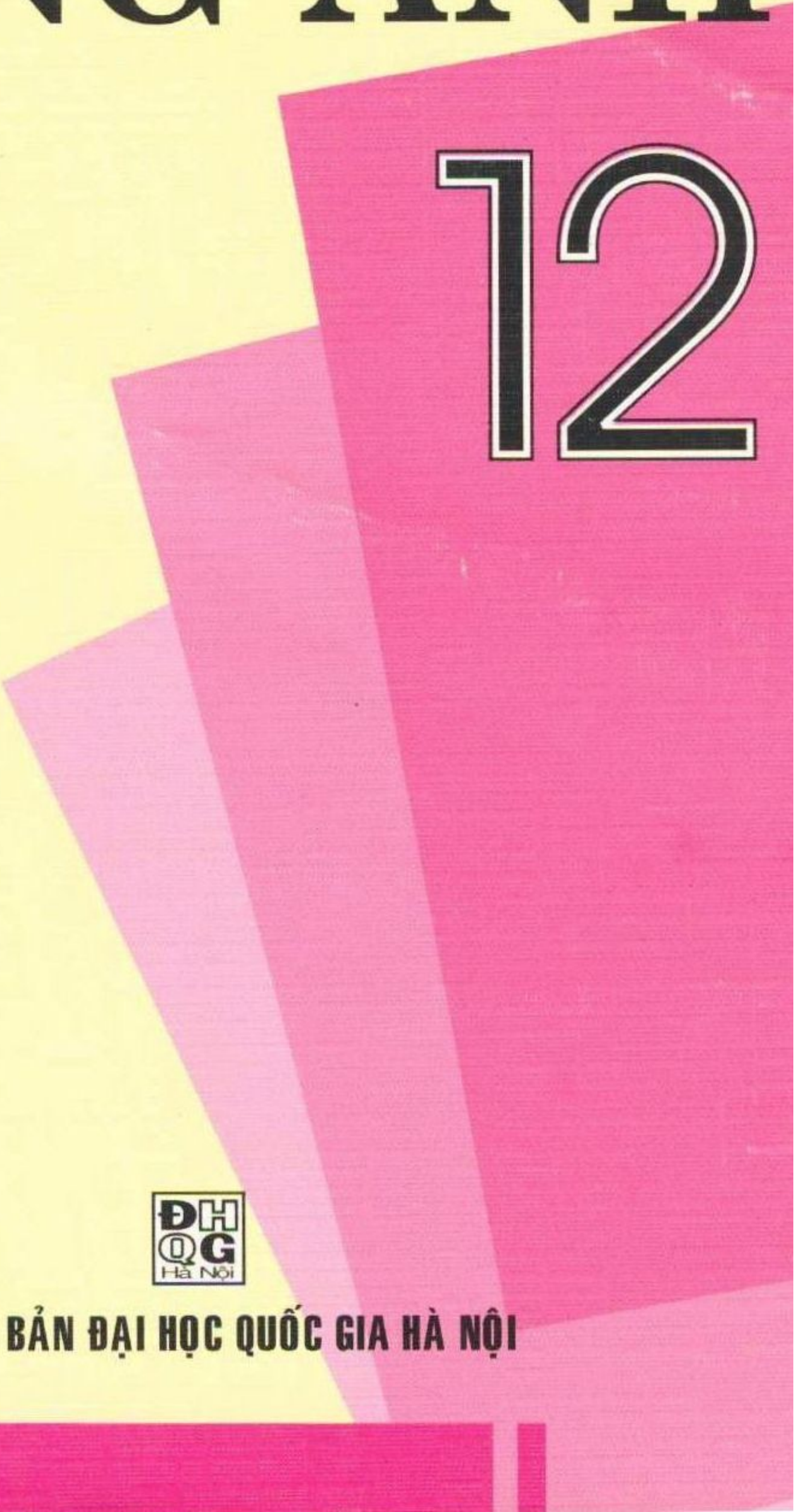
Thiết kế bài giảng
TIẾNG ANH

(NÂNG CAO)

12



NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI

HOÀNG THỊ LỆ, *M.A*

Thiết kế bài giảng
TIẾNG ANH
12

(NÂNG CAO)

NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI

NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI
16 Hàng Chuối - Hai Bà Trưng - Hà Nội
ĐT (04) 9715013; (04) 7685236. Fax: (04) 9714899

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Chịu trách nhiệm xuất bản:

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Tổng biên tập NGUYỄN BÁ THÀNH

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CÔNG TI ANPHA
Trình bày bìa
SƠN KỲ
Đối tác liên kết xuất bản
CÔNG TI ANPHA

SÁCH LIÊN KẾT

THIẾT KẾ BÀI GIẢNG TIẾNG ANH 12 NÂNG CAO
Mã số: 2L-198ĐH2008
In 2.000 cuốn, khổ 16 x 24 cm tại Công ti Song Nguyên
Số xuất bản: 293-2008/CXB/ 59-54/ĐHQG HN, ngày 08/04/2008
Quyết định xuất bản số: 198LK/XB
In xong và nộp lưu chiểu quý III năm 2008.

LỜI NÓI ĐẦU

Quý đồng nghiệp thân mến!

Để đáp lại sự đón nhận nhiệt tình của quý đồng nghiệp và nhằm tạo điều kiện cho giáo viên Tiếng Anh có tài liệu tham khảo trong việc soạn giảng, chúng tôi biên soạn cuốn "Thiết kế Bài giảng - Tiếng Anh 12 Nâng cao" với mong muốn có thể đóng góp phần nào trong việc giảm nhẹ bớt áp lực thời gian và công việc cho các giáo viên.

Với mỗi bài học, giáo viên có thể sử dụng nhiều phương pháp khác nhau để khai thác và truyền đạt kiến thức. Ở đây chúng tôi thiết kế mỗi bài dạy như một bài mẫu chi tiết với đầy đủ các bước hoàn chỉnh, từ việc cung cấp ngữ liệu cho đến các hoạt động vừa hứng thú vừa đáp ứng được các trình độ khác nhau của học sinh trong lớp. Mỗi bài học đều bắt đầu bằng một trò chơi, vừa nhằm mục đích gây hứng thú cho học sinh vừa giúp học sinh ôn lại kiến thức trong bài học trước và để giới thiệu chủ đề mới. Như vậy, mỗi bài dạy kỹ năng bao gồm các bước sau: **Warm-up, Pre-reading / ..., While-reading / ..., Post-reading / ...** và **Homework**.

Tương tự như vậy, mỗi bài dạy từ pháp và ngữ pháp bao gồm **presentation, practice** (controlled – freer), **production, consolidation**, và **homework**.

Do giới hạn về độ dài và số trang, nên chúng tôi không kèm theo đáp án của các bài tập có ở trong sách giáo khoa, quý thầy cô có thể tham khảo trong Sách Giáo viên. Ở đây chúng tôi chỉ đưa ra đáp án và phần trả lời gợi ý cho những hoạt động luyện tập mà chúng tôi thiết kế thêm. Những hoạt động trong sách giáo khoa đều có ghi chú thứ tự của hoạt động và số trang tương ứng.

Với các hoạt động có sử dụng tranh ảnh, chúng tôi có đính kèm tranh ảnh để quý thầy cô tiện sử dụng. Quý thầy cô cũng có thể tự vẽ dùng những nét đơn giản.

Chúng tôi soạn cuốn sách này dựa trên một trình độ học sinh nhất định. Vì vậy, với trình độ học sinh ở mỗi lớp, mỗi vùng, miền nhất định, quý thầy cô có thể linh hoạt thêm, bớt, hoặc thay đổi các hoạt động để cho phù hợp và hiệu quả. **Cuốn sách này cũng có thể áp dụng cho chương trình cơ bản, đặc biệt là những bài dạy kỹ năng viết và ngữ pháp**. Hy vọng cuốn sách thật sự hữu ích. Chúc quý thầy cô một năm học mới gặt hái nhiều thành công.

Cuốn sách chắc chắn không tránh khỏi những sai sót, rất mong sự góp ý của quý đồng nghiệp.

TÁC GIẢ

CÁC TỪ VIẾT TẮT

SS:	the students (/ the class)
T-class:	teacher – class (between the teacher and the class)
SS-SS:	students – students
par.	paragraph
vocab.	vocabulary
pts	points
sth	something
sb	somebody / someone
p.	page
pp.	pages
n.	noun
v.	verb
adj.	adjective
adv.	adverb
idm	idiom
phr. v.	phrasal verb

Unit 1 Home Life

Reading Comprehension

Objectives:
- By the end of the lesson, students are able to read for specific details.
- By the end of the lesson, students are able to read for gist or general information.
- By the end of the lesson, students get some knowledge about family life and its changes.

Skills:
- Reading: scanning, skimming; speaking

Teaching aids:
- handouts, drawings

Stage	Procedure	Aims
I. Warm-up	**Game**: **Puzzles** - Arrange SS to work in two groups, A and B. - Tell SS they are going to look at some drawings and try to guess the word / phrase implied in each drawing. **(Appendix 1)** - Keep a running total of points for each group on the board. - The group with more points wins the game. - Declare the winner. (Expected: 1. misunderstanding; 2. move out; 3. helpful; 4. family tree) - Ask SS what a family tree is. (Expected: a diagram showing the relations in a family) Transition: In unit 1, we'll study about family life, and how it has changed. - Write on the board: **Unit 1 Home Life - Reading**	- To raise SS interest and to lead to the topic
II. Pre-reading	**1. Brainstorming** - Ask SS to give answers to these questions: 1. What is the general word for the things the people do in the pictures? (Expected: housework) 2. Who often does the housework in your family? 3. Do your parents ask you to help with the housework?	- To engage SS, and let SS express their opinions

	- Tell SS to check (✓) the household chores that are part of their daily routine. - Call on SS to give their answers. - Give feedback and comments. **2. Teaching vocabulary** - Teach these words through elicitation or explanation. . peer /pɪə(r)/ (at sth/sb) (v.) = look closely as if unable to see well (nhìn sát, nhìn kỹ) . disgusted /dɪsˈɡʌstɪd/ (at/by/with sth) (adj.) = feeling a strong dislike for sth (thấy ghê tởm) disgust (v., n.) . glare /ɡleə(r)/ (n.) = angry or fierce look (cái nhìn giận dữ) . conflict /ˈkɒnflɪkt/ (n.) = serious disagreement, argument (mâu thuẫn, xung đột) conflict /kənˈflɪkt/ (with sth) (v.) E.g.: *Her explanation conflicts with theirs.* . battle /ˈbætl/ (with/against sb/sth) (v.) = struggle (đấu tranh chống lại ...) . dismayed /dɪsˈmeɪd/ (adj.) = shocked, discouraged (nản lòng, choáng) . bewildered /bɪˈwɪldəd/ (adj.) = confused, puzzled (bối rối, lúng túng) . nag /ˈnæɡ/ (v.) = scold or criticize continuously (chỉ trích, la mắng liên tục) . devastating /ˈdevəsteɪtɪŋ/ (adj.) = very destructive; causing severe shock (tàn phá) . divvy sth up /ˈdɪvɪ ʌp/ (v.) = share sth out (chia nhau, san sẻ) - Draw students' attention to the pronunciation of these words. - Have students repeat the words.	- To provide SS with some language to help them understand the text - To help enrich SS knowledge of vocab.
III. While-reading	**3. Checking Vocabulary: Gap-filling** - Give SS handouts and ask them to complete the sentences using the correct forms of the words just	- To see if SS have

	learned. (**Appendix 2**) - Tell SS to compare answers in pairs when they have finished. - Go over the answers with the class. Expected answers: *1. bewildered 2. devastating 3. conflict 4. battled 5. dismayed 6. peered 7. divvied 8. nag 9. glare 10. disgusted*	learned the words and know how to use them in a new context
	Activity 1: Questions and Answers (Task a, p.16) - Ask SS to read the text and find the answers to the questions. - Tell SS to work with a partner, asking and answering the questions. - Call on some pairs to ask and answer and check with the class. (*See Teacher's Guide for answers*)	- To provide some practice on scanning skill
	Activity 2: True – False Statements - Give out handouts and ask SS to read the text and the statements and say if they are true or false. - Ask SS to work with a partner and compare answers. - Call on SS to read the statements and give answers. - Elicit explanations for their choices. - Invite class opinions and give feedback. These are the statements: 1. Virginia's daughter was doing her homework when her mother shouted to her. 2. Virginia used to do a lot of housework when she was young. 3. Most of the parents surveyed admitted that they constantly nag their children about cleaning their room. 4. According to Lee Blair, 90% of American kids contribute 12 % of all household labor. 5. Blair has studied family dynamics for ten years. Expected answers: 1. T 2. T 3. F (only 25% of them, not most) 4. F (90% of kids contribute at some level) 5. T	- To develop SS skill of reading for detail - For SS to share and learn

IV. Post-reading	**Discussion** - Arrange SS to work in small groups. - Tell SS to discuss and share ideas on the question: *How has family life changed over the past few decades?* - Tell SS they can use these prompts: + the effects of the busy modern life + the advantages of labor-saving devices, such as washing machines, microwave ovens, fridges, ... - Call on SS to report the opinions of their group to the rest of the class. - Invite the class to argue and give comments. - Give feedback and comments.	- To provide SS with some free practice and to have them express themselves and share ideas
V. Homework	**Vocabulary review** - Ask SS to read the text again and learn the new words.	- For SS to review new vocab.

Appendix 2: Checking vocabulary

Complete each sentence with a suitable word in the list. Make changes if necessary.

1. The mother was ________ by her daughter's question.
2. A ________ storm attacked and damaged almost everything in the area.
3. The long ________ between the father and the son has been removed.
4. They ________ with the wind and the waves, trying to get ashore.
5. The parents were ________ at the boy's rude behavior.
6. The old woman ________ at him over her glasses.
7. The little children ________ up the candies and enjoyed them together.
8. While some parents ________ their children about cleaning their rooms, others about their studying.
9. She gave him an angry ________ and left the room.
10. Everyone in the room was ________ by the local food.

Appendix 1: Game - Puzzles

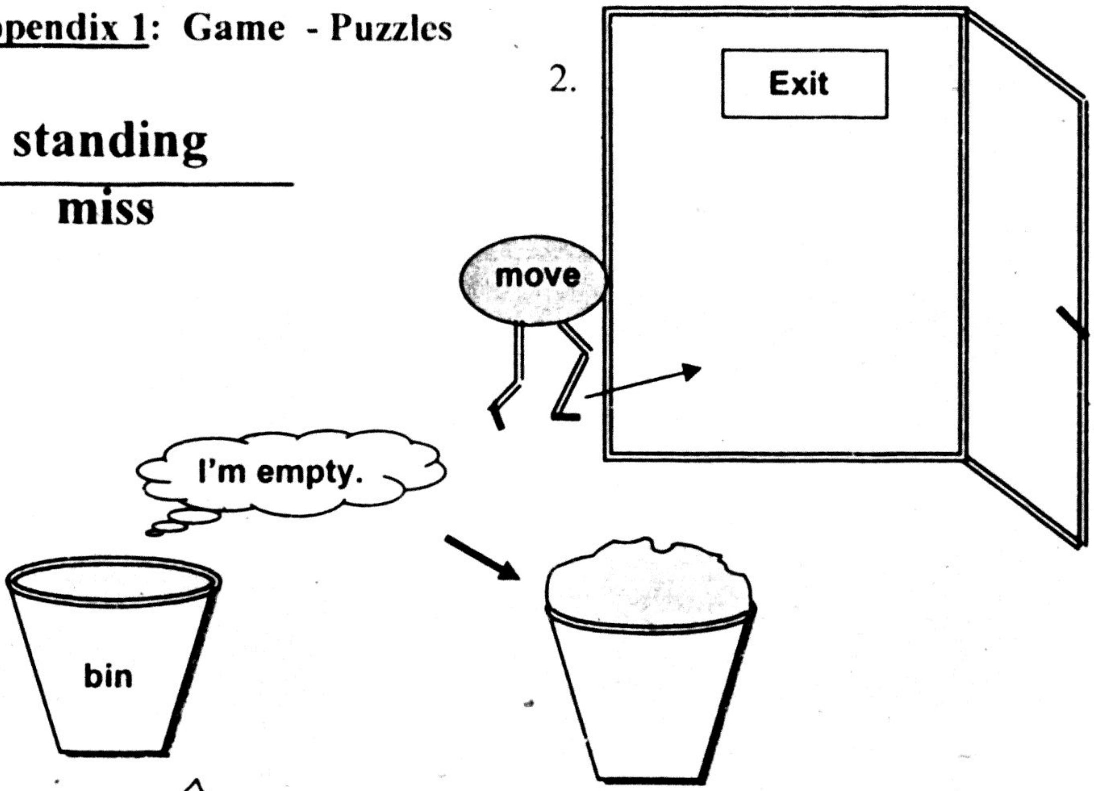
1.

standing

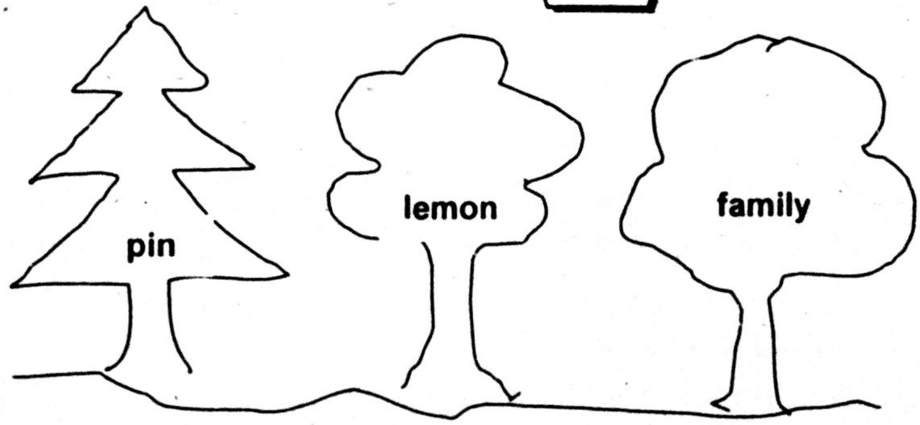
miss

2.

3.


Exit
move
I'm empty.
bin

4.


pin
lemon
family

Unit 1 Home Life

Listening

Objectives:	- By the end of the lesson, students are able to listen for specific information. - By the end of the lesson, students are able to listen and put things in order.
Skills:	- Listening: scanning, ordering
Teaching aids:	- CD and CD player, handouts

Stage	Procedure	Aims
I. Warm-up	**Game**: **Miming** - Arrange SS to work in two groups, A and B. - Ask for a volunteer to the front of the class. Show him some phrases about household chores, one at a time, and tell him to mime. - Tell the groups to look at their friend and guess what he is doing. A correct answer will earn the group one point. - Keep a running total of points for each group on the board. - The group with more points wins the game. This is the list of chores used in the miming: *cleaning windows, washing dishes, cooking meals, vacuuming, washing clothes, ironing, watering plants*. Transition: In the reading text we learn that most parents have problems with their children over household chores. Today we'll listen to a woman suggesting summer domestic chores for kids. - Write on the board: **Unit 1 Home Life - Listening**	- To create interest and introduce the topic
II. Pre-listening	**1. Matching pictures with descriptions** - Tell SS to look at the pictures and match them with the phrases of description. - Ask SS to compare answers with a partner. - Check with the whole class.	- To activat SS and give them an idea what t expect in the listenin
	2. Teaching vocabulary - Elicit meanings of these words through explanation or miming. . vacuum /ˈvækjuəm/ (v.) = clean sth with a vacuum cleaner (hút bụi) . spray /spreɪ/ (v.) = send out in tiny drops (phun, xịt) . sweep /swiːp/ (v.) = remove dust with a broom (quét) . mop /mɒp/ (v.) = clean with a mop (lau chùi) . wipe /waɪp/ (v.) = clean sth by rubbing its surface with a cloth (lau)	- To provide SS with some vocab. to help them understand the listening text.
III. While-listening	**Activity 1**: **Listening and ordering** (Task b, p. 17) - Tell SS they are going to listen to a woman's suggestions of domestic chores for kids.	- For SS to recognize the order o things.

	- Ask SS to put the ideas in order as they listen to the recording. - Play the CD and have SS do the task. - Call on SS to read the phrases in order and check with the class. - Play the CD again and let SS check the answers. (*See Teacher's Guide for answers*) **Activity 2**: **Gapped Sentences** (Handouts) - Give out handouts. (**Appendix**) - Tell SS to read the gapped sentences to get an idea what to look for in the listening text. - Play the recording and let SS listen and complete the sentences. - Choose SS to read their completed sentences and check with the class. - Let SS listen to the recording again and check the answers. Expected answers: 1. like humans 2. are taught 3. flowers and plants 4. fun 5. satisfying	- To give practice in listening for detail
V. Post-listening	**Speaking** - Put SS into small groups of 4 or 5. - Tell SS to talk about what domestic chores they often do, what they enjoy doing, and what they hate doing. - Call on SS to report about their groups. - Give comments and feedback.	- To integrate some speaking Personal-isation is fun and challenging
V. Home-work	**List making** - Tell SS to make a list of domestic chores that they should do to help their family.	- For SS to revise the lesson

Appendix: **Activity 2 - Gapped Sentences**

Listen to the recording and complete each sentence with the missing information.

1. In hot weather, animals need to be watered ________________.
2. Kids can help sweep and mop floor if they ________________ how.
3. Even a toddler can water ________________.
4. Give children something important and ________________ to do.
5. Wiping the windows clean is a ________________ task.

Unit 1 Home Life

Speaking

Objectives: - By the end of the lesson, students are able to make apologies and express regrets.
- By the end of the lesson, students are able to express themselves in English.

Skills: - Speaking: Expressing apologies and regrets

Teaching aids: - Pictures, handouts

Stage	Procedure	Aims
I. Warm-up	Game: **Puzzle it out - Who's who?** - Arrange SS to work in small groups. - Give each group a handout with pictures of the people in Susan's family and some cues. - Tell SS to work within their group and try to find out who's who in Susan's family. **(Appendix 1)** - The first group to finish and get it right wins the game. - Declare the winner.	- To create interest, and to engage SS
	- Set the scene: Susan was told to see her aunt and cousin at the airport and take them home. Susan was busy doing her homework and forgot all about it. When she got to the airport, her aunt had been waiting for an hour. What do you think Susan would do / say to her aunt? (Expected: Susan would apologize to her aunt. / She would make an apology to her aunt.) Transition: - Yes, when we have done sth wrong or hurt somebody's feelings, we should apologize. Today we'll learn and practise how to make apologies and regrets. - Write on the board: **Unit 1 Home Life - Speaking**	- To set the scene and draw SS attention to the key function
II. Pre-speaking	**1. Matching complaints with apologies** (Task a, p.18) - Ask SS to read the complaints (1 – 6) and match them with their suitable apologies (a – f). - Tell SS to compare answers with a partner by	- To introduce the target language in context

	acting out the exchanges. - Call on some pairs to act out the exchanges and check with the class. *(See Teacher's Guide for answers)* **2. Eliciting and introducing useful language** - Elicit useful expressions by asking SS what they would say to apologize or express regrets. - Note down SS ideas and add more if necessary. **Useful Expressions** **Apologies & Regrets** - Oh, Sorry! - Sorry about ... - Sorry about that. - I'm really / extremely / very / terribly sorry ... - Sorry. I didn't mean to ... - Excuse me for ... - I must apologize for ... - Please accept my apologies for ... - I hope you'll forgive my ... - Please, pardon me for ...	- To provide language input to facilitate speaking activities later
III. While-speaking	**Activity 1: Dialogues from situations** (Task b, p.19) - Put SS into pairs. - Tell SS to read the situations, choose one and then, with their partner, make a short dialogue for it. - Ask SS to practise, acting out the dialogue. - Call on pairs to act out their dialogues. - Invite class opinions and give feedback.	- To provide some freer practice
	Activity 2: Personalization - Arrange SS to work in small groups. - Ask SS to tell their partners about a situation in which they had to apologize to someone. - Encourage SS to give comments and share ideas on their friends' experience. - Call on SS o report about their friends' experience. - Give comments and feedback.	- To allow SS to talk about their experience
IV. Post-speaking	**Listening: Note-taking** - Draw this chart on this chart on the board and ask	- To

<table>
<tr>
<td></td>
<td>
SS to draw one in their note book.
<table>
<tr><th>Name</th><th>Reasons for apologizing</th></tr>
<tr><td>1. Paul</td><td>- ____________________</td></tr>
<tr><td>2. daughter</td><td>- ____________________</td></tr>
<tr><td>3. ______</td><td>- ____________________</td></tr>
<tr><td>4. ______</td><td>- ____________________</td></tr>
</table>
- Read the exchanges (Appendix 2) for SS to take notes.
- Tell SS to listen and pick out the reasons why these people made apologies to complete the table.
- Tell SS to compare answers with a partner when they have finished.
- Read the exchanges again and go over the answers with the class.
<u>Expected answers</u>:
<table>
<tr><th>Name</th><th>Reasons for apologizing</th></tr>
<tr><td>1. Paul</td><td>- <i>being late</i></td></tr>
<tr><td>2. daughter</td><td>- <i>breaking the lamp</i></td></tr>
<tr><td>3. <i>Jane</i></td><td>- <i>burning the man's new shirt</i></td></tr>
<tr><td>4. <i>Mike</i></td><td>- <i>spilling coffee over Jack's book</i></td></tr>
</table>
</td>
<td>integrate a listening skill in a consolidation activity</td>
</tr>
<tr>
<td></td>
<td>Writing
- Ask SS to write a few sentences about what have happened to their friends to say why they had to make an apology.</td>
<td>- Some practice in writing</td>
</tr>
</table>

<u>Appendix 1:</u> Listening – Note-taking

<u>Listening scripts</u>:

1. A: I'm sorry I'm late. It won't happen again.
B: All right, Paul.

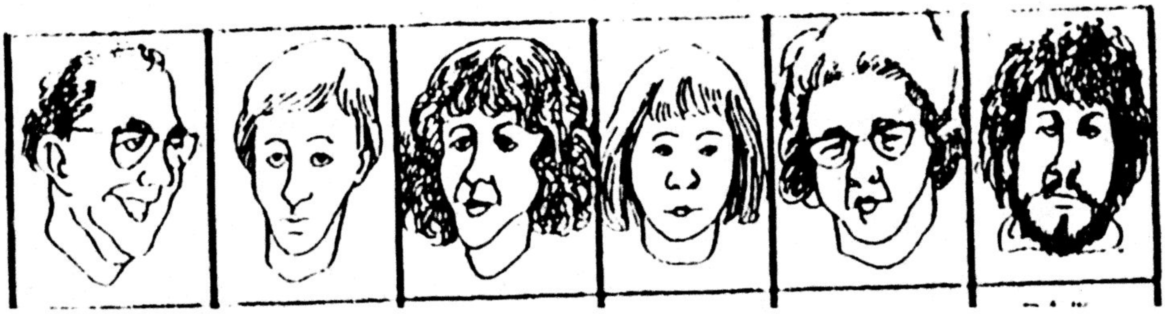
2. C: What's going on here?
D: I'm so sorry, Mom. I've broken the lamp.

3. E: I'm afraid there's been a bit of accident.
F: What's happened, Jane? Is someone hurt?
E: No, but you know your new shirt?
F: The one I bought last week?
E: Yes. I'm ever so sorry but I burnt it. The phone rang while I was ironing it.
F: Oh, well, it can't be helped.

4. G: Jack, there's something I've got to tell you.
H: What is it, Mike?
G: You know that book you lent me last week?
H: The one Lucy gave me for my birthday?
G: Yes, that one. Well, I spilt a cup of coffee over it.
H: Forget it! I'd already read it anyway.
G: I'm really sorry!

Appendix 2: Puzzle it out - Who's who?

Read through the sentences, then see if you can work out the relationship between the various people and Susan.



Bill is Ted's father.
Freda is Olive's daughter.
Anne's husband has a beard.
Paul is Ted's brother in law.
Olive is Bill's sister.
Susan's father wears glasses.

Bill is Susan's ....
Ted is Susan's ....
Anne is Susan's ....
Freda is Susan's ....
Olive is Susan's ....
Paul is Susan's ....

Unit 1 Home Life

Writing

Objectives:
- By the end of the lesson, students are able to write a passage telling sb about their home rules.
- By the end of the lesson, students are able to express themselves in written English.

Skills:
- Writing

Teaching aids: - Handouts

Stage	Procedure	Aims
I. Warm-up	Game: **'Stop the Bus!'** - Arrange SS to work in small groups of 5 or 6. - Tell SS to listen to your instructions and write down 5 things about the topic each time. - Tell SS they must say 'Stop the bus!' when they have got 5 things in order to be checked and score points. The first group to finish and get all correct wins 10 points. - Keep a running total of points for each group on the board. - The group with more points wins the game. - Declare the winner. These are the instructions used in the game: 1. Write down 5 things often found in the living-room. (Expected: *sofa, TV, pictures, lights, a tea set, ...*) 2. Five things often found in the kitchen. (Expected: any 5 of: *cooker, oven, fridge, pans, cupboard, bowls, spices, ...*) 3. Five words showing family relations. (Expected: any 5 of: *father, mother, son, daughter, grandfather, mother-in-law, uncle, aunt, niece, ...*) 4. Five things that family members often do together. (Expected: any 5 of: *watching TV, having meals, talking/discussing sth, playing, going out, going on holiday, gardening, ...*) 5. Five verbs expressing feelings – parents to children and vice versa. (Expected: any 5 of: *love, like, hate, obey, respect, worship, admire, ...*) 6. Five qualities that most parents should want their children to have. (Expected: any 5 of: *hard-working, obedient, honest, kind-hearted, clever, active, ...*) Transition: Parents always want the best things for their children and to achieve this, children are asked to follow some rules. These are family rules. What are your family rules? Today you'll have a chance to tell your friend about them in a piece of writing.	- To create a learning atmosphere and to lead in to the lesson

II. Pre-writing	- Write on the board: **Unit 1 Home Life - Writing** **1. Brainstorming** -Ask SS to discuss the question: *What are family rules?* - Note down SS ideas. - Invite class opinions and comments. - Give feedback and comments.	- To challenge SS with some personal ideas
	2. Completing the text (Task a, p. 19-20) - Tell SS to read the text and fill in each blank with a suitable word in the box. - Ask SS to compare answers with a partner. - Go over the answers with the class.	- To provide a sample and some useful language
	3. Guessing the meaning of words from context - Tell SS to read the text again if necessary to find the words that mean the following: 1. regard; politeness and consideration … 2. make sth become clear or easier to understand 3. make/show an image of … 4. crying / shouting loudly and sharply 5. make simple; make sth easy to do/understand (Expected: 1. respect 2. clarify 3. represent 4. yelling 5. simplify)	- To teach some vocab.
	4. Guidelines of the writing - Elicit and provide guidelines for what SS should write about or include in the piece of writing. **Guidelines** ▪ Who makes/creates the rules ▪ Who has to follow them ▪ Details of what should and shouldn't be done ▪ How helpful the rules are	- To give SS an idea what to include in the writing
	5. Discussion - Ask SS to work in small groups. - Tell them to share opinions on the list of rules mentioned in the text, and add more rules. - Call on some SS to give their opinions. - Give feedback and comments.	- To prepare SS for the writing task

III. While-writing	**Write it up** - Tell SS to write a short passage telling a friend about their home rules. - Tell SS they can refer to the guidelines and the text as a sample. - Tell SS they can begin the text with the sentence suggested: *Every home should have its own home rules. ...* - Move around to give help with vocabulary and structure if necessary.	- To allow SS to write about them-selves
IV. Post-writing	**Peer Correction** - When SS have finished, call on two students to write their passages on the board. - Tell the class to read together and give correction if necessary. - Have SS answer these questions about the writings: 1. Does it give details of what should or shouldn't be done? 2. Does it say who has to follow the rules? 3. Does it say how helpful they are? - Invite SS to give comments on their friends' writing and ideas. - Give feedback and comments.	- To allow SS to share and learn from one another - To guide SS on how to evaluate the writing
V. Home-work	**Swapping texts** - Tell SS to swap their writings and at home, read their friend's writing and make comments.	- For SS to learn from each other

Unit 1 Home Life

Language Focus

Objectives:
- By the end of the lesson, students are able to use some combinations with *house* and *home*.
- By the end of the lesson, students are able to use the present simple to express routines.
- By the end of the lesson, students are able to report statements and questions.

Skills:
- speaking: talking about routines

Teaching aids:
- Drawings; handouts

Stage	Procedure	Aims
I. Warm-up	Game: **Puzzle it out** - Arrange SS to work in two groups, A and B. - Tell SS they are going to look at some drawings, one at a time, and try to guess the word / phrase implied in each drawing. (**Appendix 1**) - Keep a running total of points for each group on the board. - The group with more points wins the game. - Declare the winner. (Expected: 1. homesick; 2. homework/ housework; 3. household; 4. homecoming) - Check to see if SS know the meanings of these words. Transition: So when do we use 'home' and when 'house'? It depends on specific word or phrase. And today we'll learn some words and expressions with 'house' and 'home'. - Write on the board: **Unit 1 Language Focus** **WORD STUDY**	- To create interest and introduce the language point
II. Presentation Word Study	**Activity 1: Gap-filling** (p. 20) - Ask SS to read the phrases in the box. - Check with SS the meanings of these words and phrases. - Ask SS to complete each of the sentences with the correct form of a phrase in the box. - Call on SS to read their sentences and check with the class. (*See Teacher's Guide for answers*) **Activity 2: Home or House? – Find the right place** - Arrange SS to work in two groups A and B. - Put two chairs in the front, one for 'Home' and one for 'House'. - Ask for 5 representatives from each group to stand in 2 lines in front of the class. - Tell the SS to listen to your words or phrases and run, as quickly as possible, to the right chair where the word or phrase matches to make a right expression.	- For SS to learn some phrases and their meanings - To check and introduce more expressions in an interesting way

	- The first student to sit on the right chair earns their group one point. The group with more points wins the game. - Keep a running total of points for each group on the board. - Declare the winner. This is the list of words and phrases used: 1. keeping 2. coming 3. economics 4. warming 5. make yourself at … 6. chores 7. … is the best 8. guest 9. work 10. hold Expected answers: Home: *coming, economics, make yourself at home, home is the best, work* House: *keeping, warming, chores, guest, work, hold*	
Grammar	**GRAMMAR:** **1. Present Simple expressing routines** We use the present simple for thoughts and feelings, states, and facts and things that are true for a long time. We also use the present simple for a repeated action or a routine that we see as permanent. - *Our school starts at 7:00 a.m.* - *Jane works at a shoe shop.*	- To introduce a grammar point
	Activity 1: Talking about Nina's routines (Task, p.21) - Put SS into pairs. - Tell SS to make questions and answers about Nina's routines and chores using the information given. - Call on pairs to act out their exchanges.	- For SS to practise using the structure
	Activity 2: Personalization - Ask SS to work in pairs again. - Tell SS to tell their partner about their routines and chores. - Model with a student if necessary: **T**: I do the laundry every morning.	- To allow SS to talk freely about themselves

S: What time do you do it?

T: At 6:00 a.m. What about you? Do you do any chores?

S: …

- Move around to monitor and give help if necessary
- Call on some pairs to …

2. Reported Speech

In reported speech, we give the meaning of what was said rather than the exact words. The verbs often used in reporting are *tell, say, warn, promise, suggest, explain, reply, announce*.

We usually change tenses (i.e. the verb is put one stage back in the past), and also other references like people, places and times.

- To present the new language point

Direct		***Reported***
Tense changes		
Simple present	→	simple past
Present continuous	→	past continuous
Simple past Present perfect	} →	past perfect
Past continuous Present perf. continuous	} →	past perfect continuous
Will + inf.	→	Would + inf.
Is/ are going to ...	→	was/ were going to ...
Must / have to + inf.	→	had to + inf.
Adverbs (place and time)		
Now	→	then/ at that time
Today	→	(on) that day
Yesterday	→	the day before / the previous day
tomorrow	→	the next / following day
last year	→	the previous year
next month	→	the following month
an hour ago	→	an hour before / earlier
here	→	there
this	→	that
these	→	those

- To make it clear how things will be changed

	If the report is about something which is always true, it is not necessary to change tenses. E.g.: - *"The world **is** round," he said.* → *He said the world **is** round.* There is no change for *must, might, could, should, would. Must* can also be changed to *had to. May* is often changed to *might*. E.g.: - *"I **might** be late."* → *She said she **might** be late.* **a. Reporting Statements** Statements are usually reported with a past tense verb followed by a noun clause with an optional *that*. E.g.: - *"I'm very tired," she said.* → *She **said (that)** she **was** very tired.* **b. Reporting questions:** Questions can be reported with verbs like *ask, wonder* and *want to know*. The word order in a reported question is like that of a normal statement. E.g: - *"Where are you going?"* → *He **asked** me where I **was** going.* • Wh-questions With wh-questions, we use verbs like *ask, wonder* and *want to know* followed by the question words and the clause. E.g.: -*"Where **is** the post office?" the man asked.* → *The man asked **where the post office was**.* • *Yes/No* questions When we report *Yes/No* questions, we use *if* or *whether*. E.g.: - *"**Have you seen this film?**"* → *He asked me **if I had seen that film**.*	- To distinguish different structures
	Activity 1: Report the sentences - Give out handouts and ask SS to change the sentences into reported speech. **(Appendix 2)** - When they have finished, tell SS to compare answers with a partner. - Call on SS to write their answers on the board.	- To provide some simple practice on the target

	- Invite the class to give correction and comments. - Go over the answers with the class.	language
	Activity 2: Report the interview (Task a, p. 21-22) - Tell SS to read the interview with Mrs Green and then report what the interviewer asked Mrs Green and the answers she gave in the interview. - Tell SS to follow the examples and continue with the task. - Remind SS of the structures of reported statements and questions. - Tell SS to compare answers in pairs. - Call on SS to write their sentences on the board and check with the whole class. (*See Teacher's Guide for answers*)	- To provide more practice in a more natural way
	Activity 3: Error Recognition - Put SS into pairs. - Give out handouts of reported sentences; some are correct and some are incorrect. **(Appendix 3)** - Ask SS to read the sentences, check (✓) the sentences that are correct, and underline the word that is not correct and provide the correct word. - Tell SS to compare answers in small groups. - Call on SS to give their opinions and check with the class. - Give feedback and comments. Expected answers: See Appendix 3	- To check SS recognition of the language in use
III. Homework	**Report what Virginia talked about her daughter** (Task b, p.22) - Ask SS to read what Virginia talked about her 15-year-old daughter and report it.	- More practice at home

Appendix 2: Activity 1 - Report the sentences

Expected answers:

1. *Minh said he liked rock music.*
2. *Tom said his car had been repaired.*
3. *The girl asked where the student center was.*
4. *The man asked me if I could work on Sundays.*
5. *Jim said (that) Alice was leaving for London the next/following day.*

6. *My friend asked me whether I helped my mother with house chores.*
7. *She said she wouldn't let my brother know about it.*

Appendix 2: Activity 1 - Report the sentences

1. 'I like rock music,' Minh said.

→ ____

2. 'My car has been repaired,' Tom said.

→ ____

3. 'Where is the student center?' the girl asked.

→ ____

4. 'Can you work on Sundays?' the man asked.

→ ____

5. 'Alice is leaving for London tomorrow,' said Jim.

→ ____

6. 'Do you help your mother with house chores?' my friend asked me.

→ ____

7. 'I won't let your brother know about it,' she said.

→ ____

Appendix 3: Activity 3 – Error Recognition

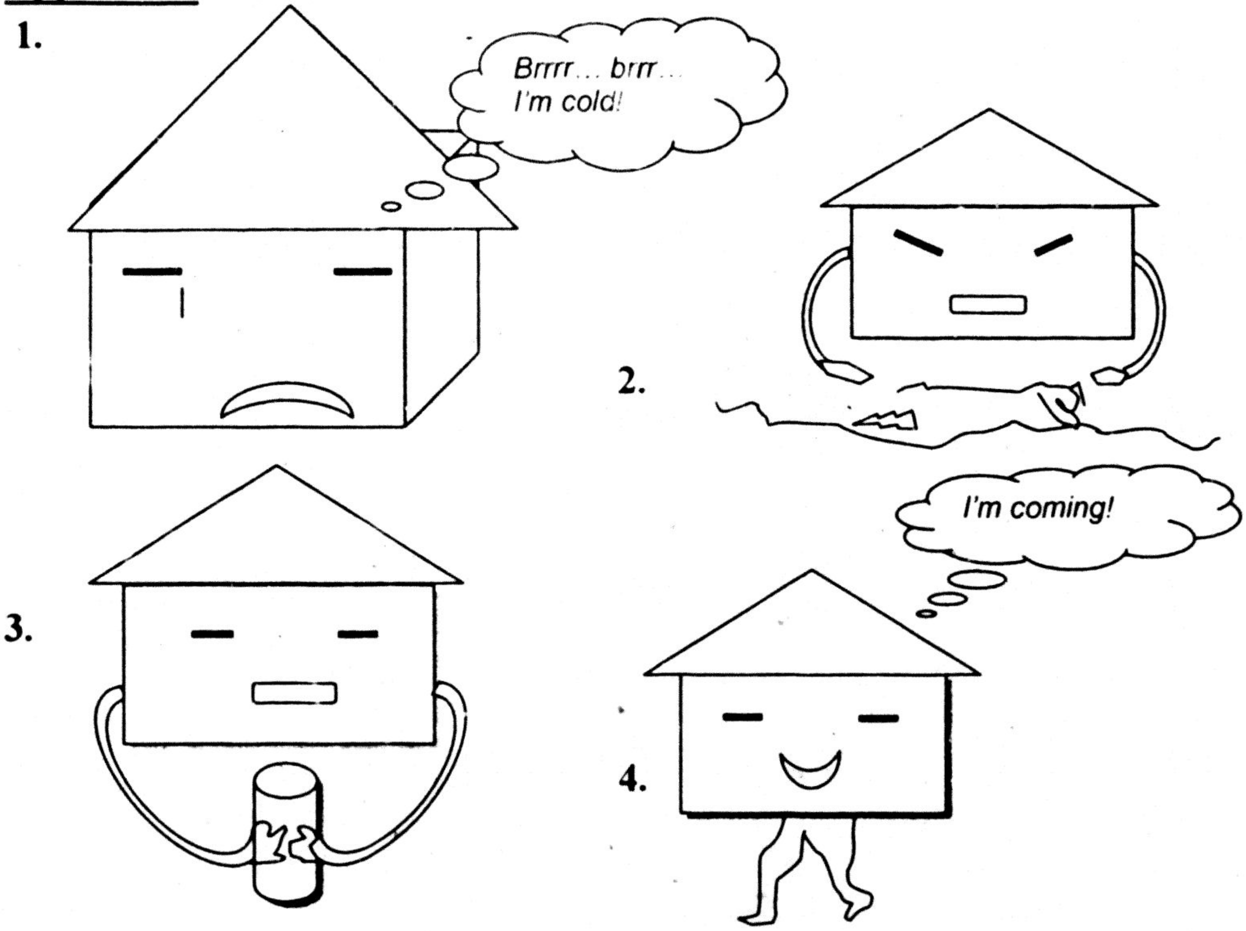
Read the sentences. Check (✓) if it is correct. If it is incorrect, underline the incorrect word and provide the correct word in the space.

1. Mike said you would come to the party. __________
2. He said me if I had done my homework. __________
3. They wanted to know how much could you pay for it. __________
4. My friend told me she had found a new job. __________
5. You promised you will go on a picnic with us. __________

Expected answers:

1. *Mike said you would come to the party.* ____✓_____
2. *He said me if I had done my homework.* _told me/said_
3. *They wanted to know how much could you pay for it.* _you could _
4. *My friend told me she had found a new job.* _____✓_____
5. *You promised you will go on a picnic with us.* ___would___

Appendix 1: **Game - Puzzles**



Unit 2 Cultural Diversity

Reading Comprehension

Objectives:	-	By the end of the lesson, students are able to read for specific details.
	-	By the end of the lesson, students are able to read for gist / general ideas.
	-	By the end of the lesson, students are aware of the cultural differences in different countries.
Skills:	-	Reading: scanning, skimming; speaking
Teaching aids:	-	handouts

Stage	Procedure	Aims
I. Warm-up	Game: **'Nod and Shake' Contest** - Divide SS into two groups, A and B. - Tell each group to choose 2 representatives as contestants. - In turn, the contestants will go to the front of the class and answer the questions made by the group. They must shake their heads for a 'yes' answer, and nod their heads for a 'no'. - Tell SS if they give a 'nod' for a 'yes' or a 'shake' for a 'no', or no 'nod' or 'shake' for an answer, they lose the game. - The contestant who can answer 10 questions without breaking the rules wins the game. - Ask SS if it is easy to nod their head for a 'no' reply or vice versa. Transition: Cultures vary from place to place. It's not easy to forget our habits or cultures, but we should be aware of the existence of other cultures. Unit 2 focuses on cultural diversity in the world. - Write on the board:	- To raise SS interest and to lead to the topic
II. Pre-reading	**Unit 2 Cultural Diversity - Reading** **1. Teaching vocabulary** - Teach the following words through elicitation or explanation. . address /əˈdres/ (v.) = use a particular name or title in speaking to sb (xưng hô) . stick /stɪk/ (to sth) (v.) = keep to sth, not change sth (bám, giữ lấy) . stiffness /ˈstɪfnəs/ (n.) = formal / unfriendly manner or behavior (sự kiểu cách, không thân mật) . associate /əˈsəʊʃieɪt/ (v.) = join together, connect (ideas, ...) in one's mind (gắn liền với; liên tưởng) . prolong /prəˈlɒŋ/ (v.) = make sth longer (in time), extend (kéo dài) . blink /blɪŋk/ (v.) = shut and open the eyes quickly (nháy mắt)	- To provide SS with some language to help them understand the text - To help enrich SS' knowledge of vocab.

	. astonishment /əsˈtɒnɪʃmənt/ (n.) = great surprise (sự ngạc nhiên, sửng sốt) astonished (adj.) = greatly surprised - Give some practice on pronunciation (Read – SS repeat) **2. Checking vocabulary: Gap-filling** - Give SS handouts and ask them to complete the sentences using the correct forms of the words just learned. (**Appendix**) - Tell SS to compare answers in pairs when they have finished. - Go over the answers with the class. Expected answers: *1. stick 2. blinking 3. address 4. astonishment 5. stiffness 6. prolong 7. associate*	- To see if SS have learned the words and know how to use them in a new context
III. While-reading	**Activity 1: Guessing meanings from context** (Task a, p.24) - Ask SS to read the text and match the words and phrases in column A with their meanings in column B by guessing the meanings from the context. - Go over the answers with the class and check their Vietnamese equivalents. (*See Teacher's Guide for answers*) **Activity 2: True – False Statements** (Task b, p.24 - 25) - Tell SS to read the text and the statements and say if they are true or false. - Ask SS to work with a partner and compare answers. - Call on SS to read the statements and give their answers and explanations for their choice. - Go over the answers with the class. (*See Teacher's Guide for answers*) **Activity 3: Matching headings with paragraphs** - Write four headings on the board. *a. Eye contact and its interpretations in different countries* *b. Codes of etiquettes in every country*	- To provide some practice on scanning skill - To develop SS' skill of reading for detail - For SS to share and learn - To develop skimming skill

	c. How to address someone in different cultures *d. Western countries and the culture of eye contact* - Tell SS to skim the text again and choose the suitable heading for each paragraph. - Call on SS to give their answers. - Invite the class to give opinions and comments. - Give feedback and comments. Expected answers: Par. 1 - c Par. 2 - a	
	Activity 4: Gapped text (Task c, p. 25) - Put SS into pairs. - Tell SS to read the paragraph and fill in each space with a suitable word in the box. - Tell SS they can refer to the text if necessary. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To give a summary of the text
IV. Post-reading	**Discussion: personalization** - Put SS into small groups of 4 or 5. - Tell SS to discuss and share ideas on the questions: 1. Politeness and the ways of addressing in Vietnamese culture 2. Eye contact - the similarities and differences between Vietnamese and Western cultures - Call on SS from different groups to report about their groups' opinions. - Invite the class to give comments. - Give feedback and comments.	- To provide SS with some free practice and to have them express themselves and share ideas
V. Homework	**Learning Vocabulary** - Ask SS to read the text again and learn the new words presented in the lesson.	- For SS to review new vocab.

Appendix: Checking vocabulary - gap-filling

Complete each sentence with the correct form of a word in the list just learnt.

1. Old people tend to ________ to the traditional customs.
2. I can't stare that long without ________ my eyes.

3. In my village, children ________ adults as aunt or uncle.
4. He stared at her in ________ when she said she had given up the job.
5. Her ________ left an unfavorable impression on the guests.
6. You shouldn't ________ your visit; the man needs to rest.
7. We often ________ Tom with quick-minded responses.

Unit 2 Cultural Diversity

Listening

Objectives:
- By the end of the lesson, students are able to listen and pick out the missing words and phrases.
- By the end of the lesson, students are able to listen and understand the general message.
- By the end of the lesson, students get some knowledge of the custom of gift-giving in different countries.

Skills: - Listening: scanning, skimming

Teaching aids: - CD, CD player; handouts

Stage	Procedure	Aims
I. Warm-up	**Game**: **'Hot Seat'** - Ask for one representative to the seat in the front of the class. - Divide SS into two groups, A and B. - Show the representative 5 words, one at a time, and ask him/her to describe the word to the groups so that they can call out the word. - Tell SS these words are related to one topic. It is a custom. After they have called out all the 5 words, SS try to find out the topic. - A correct word wins the group one point. The correct topic wins the group another 5 points. - The group with more points wins the game. - Keep a running total of points for each group on the board. - Declare the winner. These are words used in the game:	- To create interest and introduce the topic

	close friend birthday shopping party flowers The topic: gift-giving - Ask SS if they have ever given gifts to someone. Transition: In today's listening, we'll learn about the customs of gift-giving in different countries. - Write on the board: **Unit 2 Cultural Diversity - Listening**	
II. Pre-listening	**1. Eliciting Vocabulary** - Tell SS they are going to listen to a conversation about the customs of gift –giving in different parts of the world. - Ask SS to jot down the words they think will appear in the listening. (E.g.: gift, flowers, ...)	- To activate SS and give them an idea what to expect in the listening
	2. Teaching vocabulary (Task b, p.26) - Play the CD and ask SS to listen to the words. - Play it again and ask SS to listen and repeat the words. - Then ask SS to complete the sentences using these words. - Call on SS to read their completed sentences. - Go over the answers with the class and check meaning of each word. (*See Teacher's Guide for answers*) . symbolize /ˈsɪmbəlaɪz/ (v.) = represent sth using a symbol (là biểu tượng) . separation /sepəˈreɪʃn/ (n.) = state of being apart (sự chia cách, xa cách) . impressed /ˈɪmprest/ (adj.) = feeling admiration and respect (có ấn tượng ...) . appreciated /əˈpri:ʃieɪtɪd/(v., past part.) = value highly (đánh giá cao ...)	- To pre-teach some vocab. to help them understand the listening text

III. While-listening	Activity 1: **Gapped sentences** (Task c, p. 26) - Ask SS to read the incomplete sentences and think of the words that may be used in the gaps. - Play the CD and tell SS to listen and pick out the words for the gaps. - Have SS listen again and check their answers. - Call on SS to read their completed sentences and check with the whole class. - Let SS listen again and check. (*See Teacher's Guide for answers*)	- To give practice in listening for specific information
	Activity 2: **True / False Statements** (Handouts) - Give SS handouts of some statements about the conversations. (**Appendix**) - Ask SS to read the statements. - Have SS listen to the recording and decide whether each statement is true (T) or false (F). - Call on SS to give the answers and elicit explanations for their choices. - Have SS correct the statements that are incorrect. - Invite class opinions and give feedback. - Ask SS to listen to the recording again and check the answers. Expected answers: 1. T 2. F (ten or more; not about ten) 3. T 4. F (after the guests have left) 5. T	- To practise listening for details
IV. Post-listening	**Discussion** - Ask SS to work in pairs, talking about the occasions on which they often give gifts, and what they often buy as gifts in each case. ***Occasion*** ***Gift*** ○ a friend on their birthday _______ ○ a bride or groom on their wedding _______ ○ the host of a dinner party _______ ○ ... ... - Call on SS to report what they have discussed. - Invite class opinions and comments. - Give feedback and comments.	- To integrate some speaking Personal-isation is fun and challenging

V. Home-work	**Writing** - Tell SS to write a short paragraph about what Vietnamese people often give as gifts on certain occasions.	- For SS to practise some writing

Appendix: **True - False Statements**

Listen to the recording and decide if the statements are true or false. Write T (True) or F (False).

1. Linh is visiting Europe with her parents. ___
2. In Europe, you should bring about ten flowers to the host or hostess. ___
3. When in Germany, you should bring nine or eleven flowers to the host or hostess. ___
4. It's customary in Viet Nam to open gifts in the presence of the guests. ___
5. When you are in England, remember to open the gift immediately to show interest. ___

Unit 2 Cultural Diversity

Speaking

Objectives: - By the end of the lesson, students are able to express compliments.
- By the end of the lesson, students are able to respond to compliments.

Skills: - Speaking: making and responding to compliments

Teaching aids: - handouts

Stage	Procedure	Aims
1. Warm-up	**Game**: **'Yes / No Contest'** - Divide SS into two groups, A and B. - Tell each group to choose 2 representatives as contestants.	- To raise interest, to engage SS, and to lead

. Pre- eading . While- eading	- In turn, the contestants will go to the front of the class and answer the questions made by the other group. They mustn't say 'yes' or 'no', nor nod or shake their heads when they answer, but just give a phrase in agreement or disagreement. This is the example: S_1: *Are you a student?* S_2: *I am.* S_1 *Do you like pop music?* S_2 *Very much. / Not very much. /I don't think so.* - Tell SS if they give a 'nod' or shake' or say 'yes', or 'no', they lose the game. - The contestant who can answer 10 questions without breaking the rules wins the game. - Ask SS if it is easy to answer questions without saying 'yes' or 'no', or without nodding or shaking their heads. Transition: It's not easy at all because it's part of our culture. But we can also learn about other cultures. The cultural aspect we'll learn and practise today is compliments. How to make and respond to a compliment. - Write on the board:	in to the lesson
. Post- eading	**Unit 2 Cultural Diversity - Speaking** **1. Giving models** (Task a, p. 27) - Put SS into pairs and ask them to act out the exchanges. - Call on some close and open pairs to act out the exchanges. - Ask SS which ones are more common in Vietnamese cultures and which are common or acceptable in Western cultures. - Tell SS that it is polite in most Western cultures to say 'thank-you' in response to a compliment.	- To introduce the target language in context
	2. Introducing Useful Language - Elicit from SS the expressions that may be used to give compliments and those used to respond to compliments. - Introduce to SS the common structures used to	- To provide language input for speaking

	express compliments and some common examples. - Suggest some common expressions used to respond to compliments. ***Useful Expressions*** *Compliments* o How + adjective (S + be) ! How beautiful (your dress is) ! o What + noun (S + be) ! What a nice hat (it is) ! o Your parents must be proud of your …! o Amazing! You've made an excellent …! o Congratulations! You did … so well! o You've done a good job! *Responses to compliments* o Thank you. o I'm glad you like it. o It's nice of you to say so. o Your compliment is encouraging.	activities later
	Activity 1: Life-like Situations (Task b, p. 28) - Arrange SS to work in pairs. - Ask SS to read the situations provided. - Tell SS to play the roles and act out the conversations, giving and responding to compliments. - Call on pairs to act out their exchanges. - Invite the class to give opinions and comments. - Give feedback and comments.	- To provide some freer practice
	Activity 2: Personalization - Tell SS to look around the classroom, and make compliments on their classmates, what they have or what they have done. - Tell SS to respond to their classmates' compliments. - Write down some prompts on the board and tell SS they can give compliments on these things: o clothes: shirt, trousers, coat, scarf, ...	- To provide a meaningful activity where SS talk about themselves

	○ hair style, hair pins, shoes, ... ○ scores, test results, project, ... - Give a model: T: *How nice your shoes are!* S: *Thank you.* - Call for volunteers to act out their exchanges. - Invite SS to give comments on their friends' work. - Give feedback and comments: compliments or encouragement on what SS have done.	
	Language review - Ask SS to revise the language used to express and to respond to compliments.	- Sth to do at home

Unit 2 Cultural Diversity

Writing

Objectives: - By the end of the lesson, students know how to write a paragraph.
- By the end of the lesson, students are able to develop ideas and organize ideas.
- By the end of the lesson, students are able to write a paragraph about a product of culture.

Skills: - Writing: developing a paragraph

Teaching aids: - poster, handouts, transparencies, OHP

Stage	Procedure	Aims
I. Warm-up	**Game: Word grid** - Prepare a poster of a word grid with 9 rows. (You can prepare a poster with all the words in their rows and cover each row with a piece of paper. When SS get it right, you just need to uncover that row.) **(Appendix 1)** - Ask SS to work in two groups, A and B. - Tell SS to take turns to choose a numbered row. - Read the explanation for the word in that row, and the group tries to say what the word is. A correct answer wins the group 1 point. If it is wrong, the other group has the chance to say the word and scores the point.	- To create interest and introduce the new lesson

II. Pre-writing	- After 5 rows have been revealed, the groups are allowed to guess the word in the column. If they get it right, they win 5 points. - The group that have more points will win the game. - Check SS' understanding of instructions and have them start the game. - Keep a running total of points for each group on the board. - Declare the winner. Transition: What is a paragraph? Today we'll get to know what a paragraph is and how to write one. - Write on the board: **Unit 2 Writing a Paragraph** **1. Eliciting and Introducing an Outline** - Ask SS to give ideas on what a paragraph is. (Expected: A paragraph is a unit of organization in writing. It consists of a group of related sentences developing one main idea.) - Ask SS to give ideas on what the outline of a paragraph is. - Tell SS a paragraph has three major parts and provide them with the outlines of a paragraph. **Paragraph Outlines** 1. **A topic sentence** - states the *main idea* of the paragraph - contains *a topic* and *a controlling idea* or *theme* (It names the topic and then limits it to a specific area to be discussed in a para.) - is neither too general nor too specific - is usually the first sentence in the para. 2. **Supporting sentences** - develop/explain the topic sentence by adding *reasons*, *examples*, *facts*, *explanation*, *illustrations*, *statistics*, and *quotations* to the central theme or idea 3. **A concluding sentence** - signals the *end* of the paragraph - summarizes the *important points* briefly	- To provide a definition, and important elements of a paragraph and focus SS attention on the organization of ideas

	- Tell SS that a good paragraph also has the elements of *unity* and *coherence*. **Unity**: a paragraph discusses *only one idea*. **Coherence**: - the supporting sentences are in some kind of *logical order*; - the ideas are connected by the use of *transition signals*. - Elicit from SS some transition signals / linking words that can be used to connect ideas or show the relationship between ideas. *Transition signals or linking words*: ***For listing arguments or points:*** o First / Firstly / First of all / To start with o Second / Secondly / The second ... o Third / Thirdly / The third ... o etc. o In addition / What's more / Forthermore/ Moreover o Next / Then o Finally / Lastly / Last of all ***For exemplifying:*** o For example / For instance / e.g. o To take one example, ... o A clear example of ... is/might be ... ***For rephrasing:*** o In other words / To be precise / o That is to say / i.e. ***For concluding:*** o In summary / In conclusion /In short /In brief o To sum up / To conclude / To summarize	- To provide some useful language
	2. Identifying parts of a paragraph (p.28 – 29) - Tell SS to read the paragraph on page 28 and complete the outline with the missing information in each part. - Tell SS to compare answers with a partner. - Go over the answers with the class. *(See Teacher's Guide for answers)*	- To give a review of the organization of a paragraph

	3. Identifying the linking words (p. 29) - Tell SS to read through the paragraph again and pick out the linking words used in the text. - Call on SS to list the linking words found in the paragraph. - Check with the whole class. *(See Teacher's Guide for answers)*	- For SS to learn how things are connected
III. While-writing	**Activity 1: Identifying parts of a topic sentence and the outline of a paragraph** - Pair off SS and give each pair a handout of a paragraph. (**Appendix 2**) - Ask SS to underline the topic sentence , and then circle the topic and the controlling idea of the topic sentence. - Call on SS to give answers and check with the class. *Topic* *Expected answers*: Learning to outline will *controlling idea* improve your writing for three reasons. - Tell SS to work in pairs again, and make out the outline of the paragraph. - Ask SS to compare answers in groups. - Call on a student to write their answer down on the board. - Check with the whole class. *Expected answers*: (TS: Topic Sentence, SD: Supporting Details, CS: Concluding Sentence) TS: Learning to outline will improve your writing for three reasons. SD: a. It will help you organize your ideas. b. It will help you write more quickly. c. It will help you improve your grammar. CS: For these reasons – improved organization, speed, and grammar – learning to outline is well worth the effort.	- To provide a sample and help SS see how the paragraph is developed
	- Tell SS to read the paragraph again to see how the writer used this outline to write a well-organized paragraph.	- To provide practice

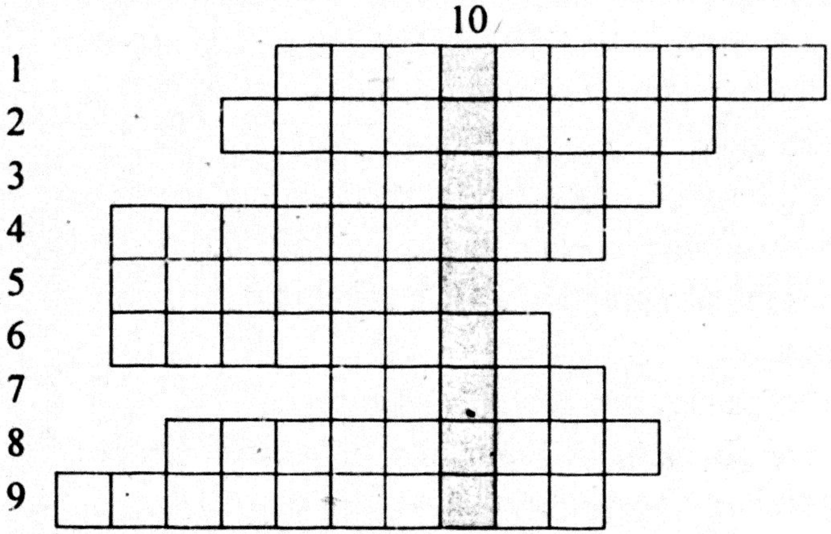
	Activity 2: Paragraph Outlining - Arrange SS to work in small groups. - Tell SS to read the topic sentence provided and identify the topic and the controlling idea of the sentence. - Ask SS to discuss within their group and make an outline of what they are going to write to support the topic sentence. - Call on SS to report what their group have got. - Note down some main points on the board. - Invite class opinions and comments. - Give feedback and comments. **Activity 3: Writing a paragraph** - Ask SS to work in their groups again. - Give each group a transparency so that they can write their paragraph on it. - Tell SS to choose some main points, organize the ideas and use linking words to connect the ideas and write a paragraph to develop the topic sentence. - Move around to monitor and give help if necessary. - Remind SS to include a concluding sentence.	in writing an outline - For SS to write themselves - For SS to correct and learn from one another
IV. Post-writing	**Peer Correction** - When SS have finished, collect the transparencies. - Show SS writings on OHP, one at a time, and ask SS to read the paragraph together as a class. - Have SS answer these questions: 1. Are the supporting details relevant? 2. How well do the examples support the ideas? 3. Does the paragraph include a concluding sentence? - Invite SS to give correction and comments. - Give feedback and comments on each piece of writing and on SS writings in general. - Tell SS to choose the best piece of writing in terms of organization, language use, and ideas.	- To guide SS on how to evaluate the writing
V. Home-work	**Writing: Developing a paragraph** - Ask SS to choose one of the following topic sentences and write a paragraph to develop the topic	- More practice at home

	sentence: 1. *Technology is making our lives easier.* 2. *Hue is famous for its tourist attractions.* 3. *Fast food is not good for our health.*	

Appendix 2: Activity 1 - Identifying parts of a topic sentence and the outline of a paragraph

Learning to outline will improve your writing for three reasons. First of all, it will help you organize your ideas. Specifically, an outline will ensure that you won't include any irrelevant ideas, that you won't leave out any important points, and that your supporting sentences will be in logical order. Second, learning to outline will help you write more quickly. It may take some practice at first, but once you become used to outlining your ideas before you start to write, you will be surprised at how fast you will actually be able to write. Preparing an outline is 75 percent of the work. the actual writing becomes easier because you don't have to worry about what you are going to say; you already have a well-organized plan to follow. Finally, your grammar will improve because you will be able to concentrate on it, not on your thoughts or organization. Improved organization, speed, and grammar make learning to outline well worth the effort.

Appendix 1: Game – Word grid



These are the explanations for the words:

1. doubtful
2. accepted ways of doing things
3. use a particular name or title in speaking to sb

4. join together, connect (ideas, ...) in one's mind
5. make sth longer (in time), extend
6. not confident about oneself; not safe
7. look at sb with the eyes wide open in a fixed gaze
8. describe the meaning of sth
9. greatly surprised

Expected answers:

								10						
1					S	U	S	P	I	C	I	O	U	S
2				F	O	R	M	A	L	I	T	Y		
3					A	D	D	R	E	S	S			
4		A	S	S	O	C	I	A	T	E				
5		P	R	O	L	O	N	G						
6		I	N	S	E	C	U	R	E					
7						S	T	A	R	E				
8			I	N	T	E	R	P	R	E	T			
9	A	S	T	O	N	I	S	H	E	D				

Unit 2 Cultural Diversity

Language Focus

Objectives:
- By the end of the lesson, students are able to use *negative prefixes* with adjectives.
- By the end of the lesson, students are able to use the *present simple* and *present progressive* to express *future*.
- By the end of the lesson, students are able to distinguish between *past simple* and *past progressive*, and between *present perfect* and *present perfect progressive*.

Skills: - speaking: talking about plans, schedules; experience ...

Teaching aids: - Drawings; handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Spot the lie** - Arrange SS to work in four or five groups. - Give each group a topic. - Tell the groups to create four sentences about that topic, but one of those sentences must contain an untruth. - Have the groups, in turn, present their sentences to the rest of the class and it is the task of the other teams to spot exactly what the lie is, and to explain it. - The heading is countries, and the topics can be 'Italy', 'Britain', 'Vietnam', 'The USA', and 'China'. - Give an example: Four sentences about the topic 'Italy' might be: 1. 'This is the home of pizza.' 2. 'Some people say this country is in the shape of a leg.' 3. 'The capital city is Venice.' 4. 'The national sport is football.' Here, the answer must be something like: *'The capital city is Rome, not Venice, so sentence 3 is not true.'* - The group that spots more lies wins the game. - Declare the winner. - Ask SS: Instead of saying 'Sentence 3 is not true', we can say it in a different way without using 'not'. What is it? (Expected: 'Sentence 3 is untrue.') Transition: Yes, and un- is called a prefix. Today we'll learn more negative prefixes. - Write on the board: **Unit 2 Language Focus** **WORD STUDY**	- To create interest and introduce the language point
II. Presentation Word Study	**Negative Prefixes** Some prefixes are used to give adjectives a negative meaning. There is no easy way of knowing which prefix any adjective will use to form its opposite. • in- becomes im- before a word beginning with 'm' or 'p' (e.g. immature; impossible) • in- becomes ir- before a word beginning with 'r', and il- before 'l' (e.g. irreplaceable, illegal) **Activity 1: Negating the adjectives** (Task a, p.29)	- For SS to have an idea what prefix to use in certain cases

	- Ask SS to add a suitable prefix to each adjective to have the opposite. - Tell SS to compare answers in pairs. - Go over the answers with the whole class. *(See Teacher's Guide for answers)*	- To provide some simple practice
	Activity 2: Gap-filling (Task b, p. 30) - Ask SS to read the sentences and fill in each blank with a suitable negative adjective in the task a, p.29. - Ask SS to compare answers with a partner. - Call on SS to read their sentences and check with the class. *(See Teacher's Guide for answers)*	- For SS to know the meanings of the words in context
	Activity 3: Contradicting the statements - Give out handouts of sentences. (**Appendix**) - Tell SS to contradict the statements using negative prefixes. - Give an example as a model. 0. Tom's an honest person. → *I don't agree. I think he's dishonest.* - Ask SS to act out the exchanges and compare answers with a partner. - Go over the answers with the class.	- For SS to practise using the language point
Gram-mar	**GRAMMAR:** **1. Present Simple and present progressive expressing future** • We use the present simple for the future when we talk about a time-table or schedule, usually a public one. - *The train **leaves** at 5:30 tomorrow morning.* • We use the present progressive for what someone has arranged to do in the future. - *We**'re having** a party this weekend.*	- To introduce a grammar point
	Activity 1: Checking questions (Task a, p.30) - Tell SS to read the sentences a, b, and c and answer the questions. - Call on SS to give answers and check with the class. **Activity 2: Gap-filling** (Task b, p.31)	- To check on how the tenses are used

	- Ask SS to read the exchanges, choose a suitable verb for each blank and put it in the correct tense, present simple or present progressive. - Tell SS to act out the exchanges with a partner and check answers together. - Call on some pairs to act out the exchanges and check with the class.	- To provide some practice
	2. Past simple and past progressive • **Past simple** (V-ed / V_2) is used for an action happening at a specific time in the past, often indicated with ***last*** *(week)*, ***yesterday***, ***at*** *7:00*, ***in*** *1999*, ***ago***, etc. - *We **started** the new school year two weeks **ago**.* **Past simple** is also used for a chain of actions in the past. - *He **got up**, **put on** his hat, and **left** without saying a word.* • **Past progressive** (was / were + V-ing) is used to express an action happening at a point of time in the past. - ***I was doing** my homework **at 8 p.m. last night**.* We often use *the past progressive* and *past simple* together when one (shorter) action comes in the middle of another (longer) one. The past progressive often comes after ***as***, ***when*** or ***while***. - ***While** she **was cleaning** the house, she found a beautiful ring.* We can also use ***when*** before the past simple. - *They were watching TV **when** their friends **came**.* We use past progressive with ***while*** for two actions happening simultaneously. - ***While** she was cooking, he was watching TV.*	- To present a new language point
	Activity 1**: Putting verbs in correct forms** (p.31) - Ask SS to read the text, choose a suitable verb for each space, and put it in the correct tense, past simple or past progressive. - Call on SS to give answers and check with the whole class.	- To provide some controlled practice

	(See Teacher's Guide for answers) **Activity 2: Past progressive or simple?** - Put SS into pairs. - Give out handouts and ask SS to complete the conversation by putting the verbs in the correct form. **(Appendix)** - When they have finished, tell SS to act out the conversation in groups of 5. - Call on a group to act out the conversation. - Go over the answers with the class.	- To provide more practice
	3. Present perfect and present perfect progressive **The present perfect** tells us about the past and the present. When we use the present perfect, we see things as happening in the past but having the result in the present. - *We've done the work. (It's finished now.)* We can use the present perfect with ***just, already*** and ***yet***.	- To present another language point
	- *They've just had dinner.* We can also use the present perfect with ***for*** and ***since,*** meaning sth began in the past and has lasted up to the present time. We use for to say how long this period is (a duration), and since to say when the period began (a point of time). - *I have lived here since 1990.* **The present perfect progressive** is used for an action over a period of time leading up to the present. We can use present perfect progressive with for, since, recently or lately. - *We've been waiting **for** almost an hour.* - *They've been working very hard **lately**.* For a result or a complete action, we use the present perfect simple. - *She has written 5 novels.* **Activity 1: Sentence building** (p. 32)	- To provide more practice in a more natural way
	- Tell SS to read the set of words given and make meaningful sentences from these words, using the	- To check SS'

	present perfect or present perfect progressive. - When they have finished, tell SS to compare answers with a partner. - Call on SS to write their answers on the board. - Invite the class to give correction and comments. - Go over the answers with the class. - Tell SS in some cases, both tenses are acceptable. *(See Teacher's Guide for answers)*	recognition of the language in use and give some practice
	Activity 2: I have been doing or I have done? - Pair off SS and give each pair a handout. (**Appendix 3**) - Tell SS to read the situations and make questions with the present perfect progressive or simple. - Tell SS to compare answers in small groups. - Call on SS to read their questions and check with the whole class. - Invite SS to give explanations for their choice.	- Some practice to distinguish the two forms
III. Homework	**Language Review** - Ask SS to go over the exercises again to review the language points.	- Sth to do at home

Appendix 1: Activity 3 – Contradicting the statements

Contradict the following statements in the same way as the example, using words with negative prefixes.

0. Tom's an honest person. → *I don't agree. I think he's dishonest.*
1. I always find him very sensitive. ______________________________
2. It's a convincing argument. ______________________________
3. She's always obedient. ______________________________
4. I find her responsible. ______________________________
5. That's a very relevant point. ______________________________
6. He seems respectful to his uncle. ______________________________

Appendix 2 : Activity 2 – Past progressive or simple?

Put the verbs in the correct tense, past progressive or simple.

Sue: I hear the lights (1)____________ (go) out in your street last night.

Jane: Yes, I (2)____________ (watch) a game show on TV when suddenly we (3)____________ (lose) all the power. But it (4)____________ (come) on again after about an hour.

Dave: Ann (5)__________ (come) down the stairs when the lights (6)__________ (go) out. She almost (7)__________ (fall) over.

Joe: Mike and I (8)__________ (play) chess at the time.

Lucy: I (9)__________ (work) on the computer. I (10)__________ (lose) a whole hour's work.

Appendix 3: Activity 2 – I have been doing or I have done?

What would you ask in these situations? Use the present perfect progressive or simple.

0. Jim is reading a book by J.K. Rowling. Ask him how many …

→ *How many books by J.K. Rowling have you read?*

1. Your friend is waiting for you. Ask her how long …

→ ______________________________________?

2. James is taking lots of photos of the animals. Ask him how many …

→ ______________________________________?

3. Susan is typing a report. Ask her how many …

→ ______________________________________?

4. Your neighbor speaks English really well. Ask him how long …

→ ______________________________________?

5. Your friend has a beautiful watch. Ask him how long …

→ ______________________________________?

Appendix 1: Expected answers:

1. → *I don't agree. I think he's insensitive./ I find him insensitive.*
2. → *I don't agree. I think it's inconvincing.*
3. → *I don't agree. I think she's disobedient.*
4. → *I don't agree. I think she is irresponsible.*
5. → *I don't agree. I think it's irrelevant.*
6. → *I don't agree. I think he is disrespectful.*

Appendix 2: Expected answers:

1. went
2. was watching
3. lost
4. came
5. was coming
6. went
7. fell
8. were playing
9. was working
10. lost

Appendix 3: Expected answers:

1. How long have you been waiting?
2. How many photos have you taken?

3. How many reports have you typed?
4. How long have you been learning English?
5. How long have you had this watch?

Unit 3 School Education System

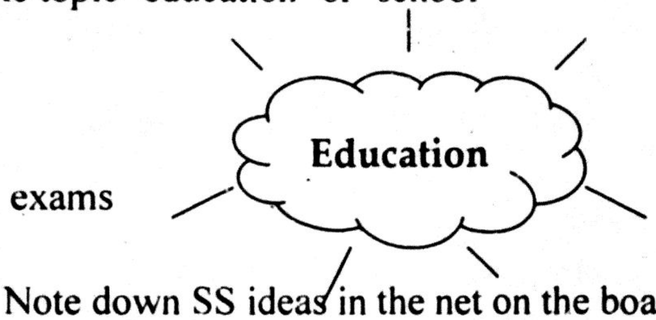
Reading Comprehension

Objectives:
- By the end of the lesson, students are able to read for specific details.
- By the end of the lesson, students improve their skill of reading comprehension.
- By the end of the lesson, students have a better idea of the education system in Viet Nam and in some other countries in the world.

Skills:
- Reading: scanning, reading for detail; speaking

Teaching aids:
- handouts,

Stage	Procedure	Aims
I. Warm-up	**Game: Guess the place** - Divide SS into two groups, *Public* and *Private*. - Tell SS you are in a particular place, and you'll say one of the rules that apply. - Tell the groups to work out and guess where you are. - If SS can't guess, give another rule. For example: T: *You mustn't talk loudly.* S: *Are you in the hospital?* T: *No. You have to return things you borrow.* S: *Are you in the library?* T: *Yes.* - Continue with some other places. - A correct guess earns the group one point. The group with more points wins the game. - Keep a running total of points for each group on the	- To create interest, engage SS, and to lead to the topic

	board. - Declare the winner. This is the suggested list of places and rules: 1. You mustn't talk loudly. You have to get a ticket to enter it. You must sit in the right place. … (the theater or cinema) 2. You must pay to get in. You mustn't touch the objects displayed. … (a museum) 3. You must wear a uniform. You must be on time. You must be attentive. You have to do tasks. … (school) 4. You don't have to wear a uniform. You must be independent and active. You must do assignments or surveys. You don't have to take tests frequently. … (university) - Ask SS how many schools they have attended and what they intend to do after school. Transition: Unit 3 will introduce to you the education system so that you can have a choice for your future. - Write on the board: **Unit 3 Education System - Reading**	- To create competition and learning atmosphere
II. Pre-reading	**Elicit vocabulary and ideas** - Have SS give vocabulary and ideas connected with the topic 'education' or 'school'  - Note down SS ideas in the net on the board. - Give feedback and comments.	- To activate SS and have them express their ideas and share

III. While-reading	**Activity 1: Guiding question** - Ask SS to read through the text and find the answer to the question: *'What is the text about?'* - Call on SS to give answers and check with the class. Expected answer: discipline problems at school **Activity 2: Guessing the meaning of words from context** (Task a, p. 34) - Pair off SS and ask them to read the text and match the words in column A with their meanings in column B by guessing the meanings from the context. - Go over the answers with the class and check their Vietnamese equivalents. (*See Teacher's Guide for answers*) - Have SS listen and repeat these words. . fast-paced /fa:st peɪst/ (adj.) = nhanh . mobile /ˈməʊbaɪl; -bi:l/ (adj.) = di động . assuredly /əˈʃɔ:ri:dlɪ/ (adv.) = chắc chắn . maturing /məˈtjʊərɪŋ/ (pres. part) = trưởng thành . emotion /ɪˈməʊʃn/ (n.) = tình cảm . average /ˈævərɪdʒ/ (adj.) = trung bình . misbehavior / mɪsbɪˈheɪvɪə(r)/ (n.) = hành vi xấu . uncertainty /ʌnˈsɜ:tntɪ/ (n.) = sự không chắc chắn (***More practice on vocabulary is given in Homework***) **Activity 3: True - False Statements** (Task b, p. 35) - Ask SS to read the text and the statements and say if they are true (T) or false (F) according to the reading. - Ask SS to work with a partner and compare answers. - Call on SS to read the statements and say their choice. - Tell SS to give explanations and correct those that are false. - Go over the answers with the class. (*See Teacher's Guide for answers*) **Activity 4: Questions and Answers** (Task c, p. 35) - Pair off SS.	- To train the reading skill of skimming for main ideas - To develop SS' skill of guessing meaning of words from context - To give some practice on pronunciation - To develop SS' skill of reading for detail. - For SS to share and learn.

	- Ask SS to read the text and find the answers to the questions. - Tell SS to work in pairs, and make questions and answers. - Call on pairs of SS to ask and answer the questions. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To train the skill of scanning.
IV. Post-reading	**Discussion** - Arrange SS to work in small groups. - Tell SS to discuss and share ideas on the following questions: 1. Have you ever been disciplined at school? 2. What punishment was it? Was it fair? 3. What discipline problems are teachers in your school facing? - Choose SS to present their groups' opinions to the class. - Invite class opinions and comments. - Give feedback and comments.	- To provide SS with some free practice and to have them express themselves and share ideas
V. Homework	**Vocabulary review: Gap-filling** - Give SS handouts and ask them to do the task at home. (**Appendix**) - Tell SS to complete the sentences using the new words learned in the text. Expected answers: 1. mobile 2. average 3. assuredly 4. emotions 5. misbehavior 6. mature 7. imitate 8. originate	- For SS to review the vocab. just learnt in the lesson

Appendix: Vocabulary review – Gap-filling

Complete each sentence with a correct form of a word learnt in the text. Some may not be listed in Activity 2.

1. We appreciate that ___________ library. It serves different groups of people as it is so convenient.
2. The ___________ age of the students of grade 12 is eighteen.
3. Joe is ____________ talented in natural sciences.
4. Body language reveals our feelings and __________ without us realising it.

5. Students' __________ is one of the classroom's problems that teachers must deal with.
6. Children today __________ much earlier than their parents did.
7. Young children tend to __________ adults' behavior and language.
8. It is said that many discipline problems __________ from a plentiful life.

Unit 3 School Education System

Listening

Objectives:
- By the end of the lesson, students are able to listen for specific information.
- By the end of the lesson, students improve their skill of listening comprehension.
- By the end of the lesson, students have a better idea of the education systems in Viet Nam and in the USA.

Skills: - Listening: scanning, listening for detail; speaking

Teaching aids: - CD, CD player; handouts

Stage	Procedure	Aims
I. Warm-up	**Game**: **Quick thinkers** - Tell SS to work individually. - Give each student a handout of questions (**Appendix 1**), face down. - Tell SS not to turn it over till they are told to do so. - Tell SS to begin the task when you say 'Start!' and the first to finish and get it right is the winner. - Remind SS the name of game is *Quick thinkers*. - Say 'Start!' and have SS play the game. - Declare the winner. (Note: *The quickest thinker will probably be the one who first notices the last question and does what it tells him to.*) Transition: In the listening section today, we'll get to	- To create interest, and to introduce the lesson

	know more about high school in Viet Nam and in the USA. - Write on the board: **Unit 3 Education System - Listening**	
II. Pre-listening	**1. Matching pictures with phrases** (Task a, p. 36) - Tell SS to read the words or phrases given and then match them with the pictures. - Give feedback and comments. (*See Teacher's Guide for answers*) **2. Completing the table** (Task b, p. 37) - Tell SS to write the names of schools corresponding to the levels of education. - Remind SS there may be different schools for one level. - Call on SS to read out the names of schools for each level and check with the whole class. (*See.Teacher's Guide for answers*)	- To familiarize SS with the English names - To give SS an idea what the education system is like
III. While-listening	**Activity 1**: **Multiple choice questions** (Task c, p. 37) - Have SS read the questions and the options to have an idea what information to pick out. - Play the CD and have SS listen and choose the answers to the questions. - Call on SS to give answers and check with the class. - Play the CD again for SS to check. (*See Teacher's Guide for answers*) **Activity 2**: **True – False statements** (Handouts) - Deliver handouts (**Appendix 2**) and ask SS to read through the statements and keep in mind which information they need to check. - Play the CD and have SS listen to the recording and decide whether each statement is true (T) or false (F). - Call on SS to give answers and elicit explanations for their choice. - Invite class opinions and comments. - Have SS listen to the recording again and check the	- To provide practice on listening for specific information - To train SS' skill of listening for details

	answers. Expected answers: 1. T 2. F (ninth grader, not tenth) 3. F (No, he's also of grade 9) 4. F (No, it's the terms for these graders that sounds like those of university.) 5. T	
IV. Post-listening	**Discussion** - Arrange SS to work in small groups. - Tell SS to discuss and share ideas on the following questions: 1. the age at which children start school 2. school names and age groups for different levels: primary education, secondary education, higher education - Choose SS to present their groups' opinions to the class. - Invite class opinions and comments. - Give feedback and comments.	- To integrate some speaking and to have them express themselves
V. Homework	**Sentence making** - Ask SS to make a sentence about the difference between high schools in Viet Nam and in the USA as mentioned in the listening text. Suggested: *'Unlike Vietnamese high school, American high school starts with grade 9.'* Or: *'While Vietnamese high school starts with grade 10, American one starts with grade 9.'* etc.	- To review a point in a writing task

Appendix 1: Game – Quick thinkers

How quick-thinking are you? How accurate are you? First read right through all the sentences. Then do what they tell you as fast as you can.

1. Write the name of your school in English.
2. Double your age and write the result.
3. Draw a big circle.
4. Put a small square in the circle.
5. If it is Monday, write X; if not, write the letter before X in the English alphabet.
6. Write the name of the day before the day before yesterday.
7. Write the name of your country backwards.

8. If your birthday is in the first half of the month, write the name of the month; if not, write the year of your birth.
9. Don't write the name of your father's mother.
10. Only answer the first question.

Appendix 2: Activity 2 – True – False Statements

Listen to the recording and decide whether each statement is true or false. Write T (True) or F (False).

1. She will start high school this fall. ___
2. The girl will be a tenth grader in the new school year. ___
3. The boy is one grade higher than the girl. ___
4. High school students (grades 9 – 12) are like university students. ___
5. The boy and the girl are of the same age. ___

Unit 3 School Education System

Speaking

Objectives:
- By the end of the lesson, students improve their speaking skills.
- By the end of the lesson, students are more confident talking about Vietnamese studies.
- By the end of the lesson, students have a better idea of the courses in Vietnamese studies.

Skills: - Speaking: giving information; reading

Teaching aids: - handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Memory test** - Divide SS into small groups. - Write these fifteen words and phrases on the board. math science chemistry uniform 45' tests physical education	- To create interest, and to

<table>
<tr>
<td></td>
<td>
exams biology assignments
homework teacher history
geography technology presentation
- Tell SS to study the words for one minute.
- Erase the words and have SS write down from memory as many words as possible.
- The group with the most words and phrases wins the game.
- Declare the winner.
- Ask SS what helps them remember the words easier and better. (Expected: They are all connected with secondary education.)
Transition: In the speaking section today, we'll talk about a different topic, Vietnamese studies.
- Write on the board:
Unit 3 Education System - Speaking
</td>
<td>
introduce the lesson
- To see if SS know how to remember things better
</td>
</tr>
<tr>
<td>II. Pre-speaking</td>
<td>
1. Multiple choice questions (Task a, p. 38)
- Tell SS to read the text about Vietnamese studies program at a university.
- Have SS answer the questions.
- Call on SS to give answers and check with the class.
(<i>See Teacher's Guide for answers</i>)
2. Introducing useful language
- Tell SS that if they want to get some advice on what courses to take, they must say what their purposes or interests are.
<table>
<tr><th colspan="2">Useful Expressions</th></tr>
<tr><th>Questions</th><th>Answers</th></tr>
<tr><td>- I'd like to have an overview of … What courses do you think will be best for me?</td><td>- … is perhaps an excellent choice. It will give you an outline of …</td></tr>
<tr><td>- I'm interested in … Could you recommend relevant programs?</td><td>- Sure. How / What about …? They will offer you opportunities to learn about …</td></tr>
<tr><td>- My study objectives are… What do you think?</td><td>- If I were you, I'd take …</td></tr>
</table>
</td>
<td>
- To provide some information
- To provide language input to facilitate speaking tasks
</td>
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<table>
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<tr><td>- I major in ... What courses should I take?</td><td>- ... would be best for you.</td></tr>
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<tr>
<td>III. While-speaking</td>
<td>
<u>Activity 1</u>: Role-play (Task b, pp. 40 - 41)
- Pair off SS as an international student and a study adviser.
- Tell SS to read through the information given about the language courses and studies programs and the related information.
- Model the example with a student.
- Have SS play the roles and speak using the information provided.
- Go round to monitor and give help.
- Call on a few pairs to act out their exchanges.
- Give feedback and comments.
<u>Activity 2</u>: Personalization
- Have SS work in pairs again.
- Tell SS to ask for and give advice on the following:
1. improving speaking skills
2. improving listening skills
3. business English
- Choose some pairs to act out their conversations.
- Invite class opinions and comments.
- Give feedback and comments.
</td>
<td>
- To provide practice on asking for and giving advice on courses

- For SS to talk about themselves freely
</td>
</tr>
<tr>
<td>IV. Post-speaking</td>
<td>
<u>Listening</u>: Note taking (Handouts)
- Read the exchanges (Appendix) and tell SS to listen for specific information.
- Tell SS, as they listen, try to complete the table with suitable information about purposes or interests and advice given.
<table>
<tr><th>Purposes / interests</th><th>Advice</th></tr>
<tr><td>1. ____________</td><td>- ____________</td></tr>
<tr><td>2. ____________</td><td>- ____________</td></tr>
</table>
- Call on SS to give their answers.
- Have SS listen again and check with the class.
- Go over the answers with the class.
</td>
<td>- To integrate some listening and to give some consolidation</td>
</tr>
</table>

<table>
<tr>
<td></td>
<td>Expected answers:
<table>
<tr><th>Purposes / interests</th><th>Advice</th></tr>
<tr><td>1. English cultures
2. improving speaking / communication skills</td><td>- take …
- take TOEIC</td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td>V. Home-work</td>
<td>Language review
- Tell SS to review the useful language used to give advice and information.</td>
<td>- To review a point</td>
</tr>
</table>

Appendix: Listening scripts

Exchange 1:

A: I'm keen on English cultures. What course do you think I should take?

B: Cultures? Perhaps … is best for you. It will give you opportunities to share ideas and learn from your native classmates.

Exchange 2:

C: I need to improve my speaking skills, especially communication. Could you recommend what course to take?

D: Sure. TOEIC is perhaps the best choice. You'll have a chance to practise speaking and develop your skill for international communication.

Unit 3 School Education System

Writing

Objectives:
- By the end of the lesson, students are able to write an essay describing their educational path.
- By the end of the lesson, students improve their skill of writing a narrative.
- By the end of the lesson, students have a better idea of the education systems in Viet Nam.

Skills:
- Writing: writing about personal educational path

Teaching aids:
- flashcards

Stage	Procedure	Aims
I. Warm-up	**Game: Tunnel ball** - Divide the class into four groups. - Arrange the groups in columns facing the board. - Give the student at the front of each column a board marker or a piece of chalk. - Stand at the back of the columns and ask the students at the back of each column to turn and face you. - Hold up a flash card with a word or phrase, e.g. **school.** - The student at the back of each column whispers the word or phrase to the next student in the column who must pass the word on to the next student. The next student passes the word on to the student in front of them and so on, until the student at the front writes up the word or phrase on the board. - The game continues in this way until all of the words have been passed down and written up. - Award points for the correct words written up by each group. - The group with the most correct words wins the game. - Declare the winner. **Words on flashcards:** 1. PRIMARY LEVEL 2. ACHIEVEMENT 3. PRIZE 4. PROBLEM 5. VOCATIONAL TRAINING 6. EXAM RESULTS 7. ENTRANCE EXAM 8. FUTURE PLANS 9. PATH - Ask SS what the words or phrases are about. Transition: Yes, they are about things connected with education. And today we'll practise writing about our educational path. - Write on the board: **Unit 3 Education System - Writing**	- To create interest, and to introduce the lesson
II. Pre-writing	**1. Talking about the system based on the diagram** (Task a, p. 42) - Put SS into pairs.	- To provide SS with a

	- Tell SS to study the diagram of the national education system. - Have SS talk about the average lengths of education levels. - Choose some pairs to act out their exchanges. - Give feedback and comments. **2. Multiple choice questions** (Task b, pp. 42 - 43) - Tell SS to read the questions and choose the correct answers based on the information given in the diagram. - Call on SS to read out their choice and check with the class. *(See Teacher's Guide for answers)*	better idea what the national education system is like - To include some reading
III. While-writing	**Activity 1: Writing an outline** - Elicit and introduce an outline of the writing by asking SS to write answers to these questions: 1. When did they start primary school? 2. What were the results? Did you do well through the years? 3. Any prizes or problems? 4. What was you lower secondary school like? Did you enjoy the classes? 5. Did you win any contest prizes? Did you have any problems or difficulties with your studies? 6. What is your impression of your upper secondary school? 7. What were the results in grades 10 and 11? 8. Any contest prizes? Any problems or difficulties with your studies? 9. What are you going to do after graduating?/ What are your plans for the future? - Ask SS to group ideas in different paragraphs. - Give a general outline: **General Outline** Par. 1 Primary education When to start General results	- To give SS an idea what to include in the writing - To provide a general organi-zation of the

	Achievements and/or problems Par. 2 Lower secondary education General results Achievements and/or problems Special memories or impression (if any) Par. 3 Upper secondary education Where to go Results of grades 10 and 11 Achievements and/or problems Personal experiences Par. 4 Future plans Short-term and long-term goals Study major Personal resolutions	writing, what include
	Activity 2: **Writing it up** - Have SS develop the paragraphs by making full sentences of the details. - Tell SS to use a variety of language and use connectors to make the writing sound coherent. - Move around to monitor and give help where needed.	- For SS to practise writing themselves
IV. Post-writing	**Peer Correction** - Arrange SS to work in small groups of four or five. - Tell SS to exchange their writings and answer the following questions: 1. Does it include primary, and secondary education and some future plans? 2. What are its strengths and weaknesses? - Tell SS to suggest ways their partner's writing could be made more coherent and interesting. - Call on some SS to read their compositions to the class. - Invite class opinions and comments. - Give feedback and comments.	- For SS to share and learn from each other
V. Homework	**Revising the composition** - Ask SS to revise and improve their writings as suggested by their classmates.	- To review and improve

Unit 3 School Education System

Language Focus

Objectives: - By the end of the lesson, students are able to use adverbs ending in -edly.

- By the end of the lesson, students know how and when to use the passive voice.

Skills: - Language use; writing

Teaching aids: - handouts; cards

Stage	Procedure	Aims
I. Warm-up	Game: **Just half a minute!** - Tell SS in this game a student is given a topic and then has to speak on it for half a minute coherently and non-stop. The student who is speaking at the end of the 30th second wins a point. - Divide the class into groups of four or five, and appoint one member of each group as referee. - Give each group a pile of topic cards with one topic on each. **(Appendix 1)** - Tell SS to take it in turns to take a card from the pile, read it and then try to talk for half a minute without stopping. The game continues with another student and so on. - The best SS from each group then form a group and continue with a new round by taking turns to take a card and speak for 30 seconds. The student who speaks at the end of the 30th second and who speaks the most fluently wins the game. - Declare the winner. Transition: We've just done some speaking. Now we'll continue with some grammar. - Write on the board: **Unit 3 Education System – Language focus**	- To create interest, and to introduce the lesson
II. Word study	**Adverbs ending with –edly** Some English adverbs are form by adding the suffix –ly to the past participle of verbs.	- To provide

	Form: Verb + ed +ly (past participle + ly) Meaning: as is / must be + verb-ed	form and meaning
	Activity 1: Forming adverbs (Task a, p. 44) - Tell SS to form adverbs from the verbs given by adding -edly. - Call on some SS to write the newly-formed adverbs on the board. - Check the answers with the class.	- To give some controlled practice
	Activity 2: Gap-filling (Task b, pp. 44 - 45) - Tell SS to read the sentences and fill in each space with a suitable adverb to replace the underlined phrase in the original sentence. - Have SS compare answers with a partner. - Call on SS to read out their completed sentences to the class. - Go over the answers with the class. *(See Teacher's Guide for answers)*	- To provide practice on the language in context
III. Grammar	**The Passive Voice** The **passive voice** is formed with the object + a suitable form of *be* and a past participle. Only verbs which take an object (i.e. transitive verbs) can go into the passive. **a. Basic forms of the passive** The past participle of a verb is unchanged; basic tense forms are a tense of *be*. Present simple: is / are + p.p Present progressive: is / are being + p.p Present perfect: has / have been + p.p Past simple: was / were + P.P Past progressive: was / were being + p.p Past perfect: had been + p.p **b. Uses of the passive** We use the passive mainly in three ways: ▪ When we don't know or want to know who does the action - *The problem will be solved soon.* ▪ When we want to focus on a happening, not who	- To provide the form and use of the grammar point

	or what did it - *A new bridge has been built.* ▪ When we want to avoid 'vague subjects' like *one, someone, they*, etc. - *The form has been signed.* The passive is used when more emphasis is given to the thing affected by the action, and it is more common in writing and formal speech. We use by + agent (= 'doer') only when we need to say who or what is responsible for an event.	
	Activity 1: **Rewriting sentences using passive voice** (pp. 45 - 46) - Ask SS to read the sentences provided. - Tell SS to read the sentences rewritten and add a suitable passive verb form to complete each sentence. - Have SS work in pairs and compare answers. - Choose some SS to read or write the sentences on the board. - Check the answers with the class. (*See Teacher's Guide for answers*)	- To provide SS with some controlled practice
	Activity 2: **Active or Passive? Sentence building** (Handouts) - Give out handouts. (**Appendix 2**) - Ask SS to use the notes given and complete the second sentence. - Tell SS to decide if the sentences are in the passive or active. - Have SS compare answers with a partner. - Call on SS to write answers on the board. - Invite class corrections and comments. - Go over the answers with the class. Expected answers: 1. It has been destroyed. 2. He has changed his major. 3. It has been cancelled. 4. It was seen in the field last night. 5. The lottery was won last week.	- To provide more practice of language in context and check SS' recognition

	6. He was awarded the first prize in the writing competition. 7. He was chosen the best student of the year.	
IV. Home-work	**Language review** - Tell SS to review the grammar point by making sentences about the things around using the passive.	- For SS to review the lesson

Appendix 1: **Game – Just half a minute!**

Topic cards

Your primary school

Your secondary school

Your favorite subject(s)

Your plans for the future

What do want to be in the future? Why?

Discipline problems in your school

Your best friend(s) at primary / secondary school

The education system in Viet Nam

Appendix 2: **Activity 2 - Active or Passive? Sentence building**

You are telling your friend some news. Use the notes and complete the second sentence using the active or the passive.

1. To Thi Statue / destroy
   You know To Thi Statue? It ____*has been destroyed*_________.
2. Mike / change / his major
   Did I tell you about Mike? He ______________________.
3. the camping trip / cancel
   Bad news about the camping trip. It ______________________.
4. UFO / see / in the field / last night
   Have you heard about the UFO? It ______________________.
5. my best friend / win / the lottery / last week
   Did I tell you about my best friend? He ______________________.
6. Minh / award / the first prize / in the writing competition
   Good news about Minh. He ______________________.

Good news about Minh. He ______________________________.

7. Andy / choose / the best student of the year

You remember Andy? He ______________________________.

Unit 4 Higher Education

Reading Comprehension

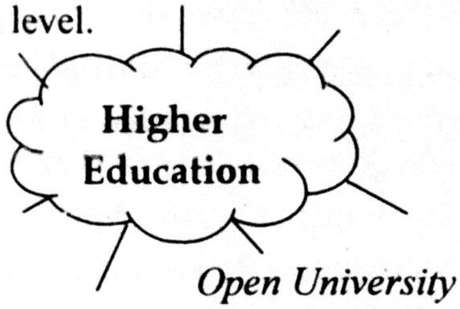
Objectives: - By the end of the lesson, students are able to read for details.

- By the end of the lesson, students improve their skill of reading for specific information.
- By the end of the lesson, students know how to apply for admission to a university in Viet Nam and in the USA.

Skills: - Reading: scanning, reading for detail; speaking

Teaching aids: - handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Missing vowels** - Divide SS into small groups of four or five. - Tell SS you are going to give them sentences without vowels. They have to write them out in full. - The first group to write the sentence out correctly wins a point. The group with the most points wins the game. - Write this sentence on the board to give an example: ‘H - - s - tw - lv - gr - d - r - t h - gh sch - - l.’ - Tell SS a dash (-) means a single vowel without any consonants. Expected answer: ‘He is a twelve grader at high school.’ - Check SS understanding of instructions and have them start the game. - Keep a running total of points for each group on the	- To create interest, engage SS, and to lead to the topic

	board. - Declare the winner. These are the suggested sentences for the game: 1. Prmr dctn s cmplsr n Vtnm. (Expected: Primary education is compulsory in Vietnam.) 2. ftr fnshng prmr schl, sh wnt t scndr schl. (Expected: After finishing primary school, she went to secondary school.) 3. sh wll fnsh hgh schl sn. (Expected: She will finish high school soon.) 4. Wht s th nxt lvl f dctn? (Expected: What is the next level of education?) 5. Wrt th nswr n ths wy nd gt fv pnts. (Expected: Write the answer in this way and get five points.) - Ask the other groups to write the answer out in full. (Expected answer: Hghr dctn (Higher education) Transition: Right. After high school is higher education. Unit 4 focuses on higher education. - Write on the board: **Unit 4 Higher Education - Reading**	- To create competition and learning atmosphere
II. Pre-reading	**1. Eliciting ideas** - Have SS write the schools or institutions belonging to higher education level.  - Note down SS ideas in the net on the board. - Give feedback and comments.	- To activate SS and have them express their ideas
	2. Teaching vocabulary - •Pre-teach these words through elicitation and explanations. . admit /əd'mɪt/ (sb/sth into / to sth) (v.) = accept sb into a school as a pupil/student; allow sb/sth to	- To expand

	enter sth (nhận, thu nhận) admission (n.) = entering or being allowed to enter a building, school, … . process /ˈprəʊses/ (v.) = deal with sth officially (giải quyết) process (n.) . notify /ˈnəʊtɪfaɪ/ (sb of sth) (v.) = inform sb of sth; report sth to sb (thông báo, khai báo) notification (n.) e.g.: *There have been no more notifications of bird flu cases in the area since last week.* . submit /səbˈmɪt/ (sth to sb) (v.) = give sth (to sb) so that it may be considered (nộp đơn) submission (n.) . predict /prɪˈdɪkt/ (v.) = say in advance that sth will happen; forecast (dự đoán) prediction (n.) predictable (adj.)	SS knowledge of vocab. connected with the topic 'education'
	. certify /ˈsɜːtɪfaɪ/ (v.) = formally declare (esp in writing or on a document) (chứng nhận, xác nhận) . affidavit / æfɪˈdeɪvɪt/ (n.) = (law) written statement that can be used as evidence in court (tờ cam đoan, cam kết) - Have SS listen and repeat the words.	- To practise pronuciation
	3. Checking vocabulary: Multiple choice - Deliver handouts (**Appendix 1**) and tell SS to read the sentences and choose the best answers. - Tell SS to compare answers with a partner. - Call or SS to give answers and check with the class. Expected answers: 1. C 2. B 3. B 4. C 5. A 6. A 7. B 8. B 9. C	- To see if SS have learnt the new words
III. While-reading	**Activity 1: True - False Statements** (Task a, pp. 49-50) - Ask SS to read the text and the statements and say if they are true (T) or false (F) according to the reading. - Ask SS to work with a partner and compare answers.	- To train the reading skill of scanning

	- Choose SS to read the statements and say their choice. - Tell SS to give explanations and correct those that are false. - Go over the answers with the class. (*See Teacher's Guide for answers*)	for specific information
	Activity 2: **Finding abbreviations** (Task b, p.50) - Tell SS to look through the phrases and then scan the text for their abbreviations. - Have SS work with a partner and compare answers. - Call on SS to read out the abbreviations they found and check with the class. (*See Teacher's Guide for answers*)	- To develop SS' skill of scanning
	Activity 3: **Gap - Questions** (Handouts) - Pair off SS and give out handouts. (**Appendix 2**) - Ask SS to work in pairs, read the text and complete the sentences with the missing information. - Have SS work in small groups and compare answers. - Call on SS to read their completed answers. - Go over the answers with the class. Expected answers: 1. Vietnamese higher education institutions 2. an excellent high school diploma 3. your academic records 4. a high school diploma 5. the SAT and the ACT examinations 6. International students	- To practise reading for details - For SS to share and learn
IV. Post-reading	**Discussion** - Arrange SS to work in small groups. - Tell SS to discuss and share ideas on the following questions: 1. What kind of higher education institutions would you like to apply to when you graduate from high school? Why? 2. What do you plan to major / specialize in? 3. What kind of job would you like to do after that? - Choose SS to present their groups' opinions to the	- To allow SS to speak freely and share ideas

	rest of the class. - Invite class opinions and comments. - Give feedback and comments.	
V. Home-work	**Vocabulary review** - Tell SS to read the text again and review the vocabulary learnt in the text.	- For SS to review the vocab.

Appendix 2: **Activity 3 - Gap - Questions**

Read the text and complete the following sentences with the missing information.

1. Application for admission to ____________________ finishes in April.
2. If you have ____________________, you will be awarded points to your entrance examination results.
3. You must submit copies of ____________________ if you are admitted to a university.
4. When applying to an American institution, if you don't have ____________________, you can use an official GED Certificate instead.
5. American high school students often take ________________ in their junior or senior year.
6. ____________________ applying to a university in the USA must submit all their high school transcripts in English and the TOEFL test results if necessary.

Appendix 1: **Vocabulary checking**

Choose the word that best completes each of the following sentences.

1. Why didn't you __________ the burglary to the police?
   A. tell B. admit C. notify
2. It may take a few weeks for your application to be __________ .
   A. dealt B. processed C. admitted
3. It seems difficult to __________ who will be admitted.
   A. submit B. predict C. certify

4. The new school __________ only two hundred students.
A. allows B. is accepted C. admits

5. ________ to Vietnamese universities depends on examination results.
A. Admission B. Submission C. Certification

6. Her behavior is __________ . No one knows what she's going to do.
A. unpredictable B. admissible C. predictable

7. The document that __________ your birth is called a birth certificate.
A. notifies B. certifies C. processes

8. He was asked to write a(n) _________ to return to his home country after completing the course.
A. certification B. affidavit C. application

9. We are supposed to __________ the research paper to the teacher by the end of the month.
A. process B. notify C. submit

Unit 4 Higher Education

Listening

Objectives: - By the end of the lesson, students are able to listen for specific information.
- By the end of the lesson, students improve their skill of listening for detail.

Skills: - Listening: scanning, listening for detail; speaking

Teaching aids: - CD, CD player; handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Puzzle it out** - Arrange SS to work in small groups. - Give each group a copy of the puzzle. **(Appendix)** - Tell SS to work in groups and try to work out what the hidden phrase is. To do this, SS have to work out the words in the explanations and then add up the numbered letters in these words in order. - The first group to call out the correct hidden phrase is the winner.	- To create interest, and to introduce the lesson

	Expected phrase: 'On campus' - Declare the winner. - Ask SS what 'campus' means. (Expected answer: the university area) Transition: In the listening section today, we'll listen to some students on campus, talking about their studies. - Write on the board: **Unit 4 Higher Education - Listening**	
II. Pre-listening	**Teaching Vocabulary** - Pre-teach some words through explanation. . Oriental /ɔ:rɪˈentl/ (adj.) = of or from the Orient (thuộc Phương Đông) . major /ˈmeɪdʒə(r)/ (n.) = chuyên nghành học major in sth (v.) = specialize in a certain subject . dorm /dɔ:m/ (n.) = dormitory (ký túc xá) . part-time /pa:t ˈtaɪm/ (adj.; adv.) = for only a part of the working day or week (bán thời gian) . architecture /ˈɑ:kɪtektʃə(r)/ (n.) = art and science of designing and constructing buildings (kiến trúc) - Read the words and have SS listen and repeat.	- To help SS understand the listening text better - Some practice on pronunciation
III. While-listening	**Activity 1: Checking (✓) the information mentioned** (Task a, p. 50) - Tell SS they are going to listen to a conversation between Lam and a foreign student. - Have SS read the statements. - Play the CD and have SS listen and check the information mentioned in the conversation. - Have SS work in pairs and compare answers. - Call on SS to give answers and check with the class. - Play the CD again for SS to check. *(See Teacher's Guide for answers)* **Activity 2: Gap – questions** (Handouts) - Deliver handouts (or write the questions on the board) and ask SS to read through the sentences to have an idea what they need for the answers. - Play the CD and have SS listen to the recording	- To provide practice on listening for specific information - To train SS skill of

	again and try to complete the sentences as they listen. - Call on SS to read their completed sentences. - Invite class opinions and comments. - Have SS listen to the recording again and check the answers. These are the questions: 1. Keiko was looking for ____________ when she met Lam. 2. She is studying ____________ and Oriental studies in Viet Nam. 3. Lam is doing a lot of ____________ courses at the moment. 4. Keiko is staying in ______________ but she wants to move in to the dorm. Expected answers: 1. the International Student Office 2. Vietnamese 3. computer science 4. a small hotel	listening for details
	Activity 3: Answering questions by checking the boxes (Task b, p. 51) - Tell SS they are going to listen to Mark and Linda outside the auditorium. - Play the CD and ask SS to listen and answer the questions by checking the right box. - Have SS compare answers in pairs. - Call on SS to give answers to the questions and check with the class. - Have SS listen to the recording again and check.	- To provide more practice on listening for specific information
IV. Post-listening	**Writing** - Arrange SS to work in pairs. - Tell SS to write a sentence or two about Keiko, Mark or Linda, using the information in the listening text. - Choose SS to write their sentences on the board. - Invite class corrections and comments. - Give feedback and comments.	- To integrate some writing and to summarize the text
V. Homework	**Sentence making** - Ask SS to make a sentence saying what they will major in at university.	- For SS to write about them-selves

Appendix: Game – Puzzle it out

Read the explanations and write the words in the rows provided. Add up the numbered letters in order to have the hidden word.

1. written statement that can be used as evidence in court
   4
   ☐☐☐☐☐☐☐☐☐ → affidavit
2. deal with sth officially
   1
   ☐☐☐☐☐☐☐ → process
3. formally declare (esp in writing or on a document)
   3
   ☐☐☐☐☐☐☐ → certify
4. inform sb of sth; report sth to sb
   2
   ☐☐☐☐☐☐ → notify
5. accept sb into a school as a pupil/student; allow sb/sth to enter sth
   5
   ☐☐☐☐☐ → admit
6. help sb by giving money
   7
   ☐☐☐☐☐☐☐ → support
7. say in advance that sth will happen; forecast
   6
   ☐☐☐☐☐☐☐ → predict
8. give sth (to sb) so that it may be considered
   8
   ☐☐☐☐☐☐ → submit

Unit 4 Higher Education

Speaking

Objectives: - By the end of the lesson, students are able to ask for and give advice.
- By the end of the lesson, students are more confident speaking English.

Skills: - Speaking: asking for and giving advice;

Teaching aids: - cards

Stage	Procedure	Aims
I. Warm-up	**Game: Add a letter** - Prepare a set of 6 cards for: 1 = a; 2 = e; 3 = i; 4 = o; 5 = u; 6 = choose a consonant. - Divide SS into small groups of four or five. - One student in each group start by picking up a card and add a letter to the vowel corresponding to the number or the consonant that he gave for number 6. Then SS in the group take turns to add a letter to the word to make another word. - Tell SS they score as many points as there are in the word they make. When no one can make the word any longer, start again with the next student picking up a card and add a letter to it. For example: S_1 picks up 4 (*o*) and adds *n* to make *on* (2 points) S_2 adds *e* to make *one* (3 points) S_3 adds *l* to make *lone* (4 points) S_4 adds *a* to make *alone* (5 points) S_5 can't go, so picks up another card. - The student with the most points wins the game. - Declare the winner. Transition: You're 'warm' enough to start the lesson. Today we'll practise asking for and giving advice. - Write on the board: **Unit 4 Higher Education - speaking**	- To create interest, and to introduce the lesson
II. Pre-speaking	**Introducing useful language** - Elicit and introduce some common expressions used to ask for and give advice. **Useful Expressions** Asking for advice What should I do? What do you think I should do? What do you suggest / recommend? What do you think? Giving advice Well, I think you should ...	- To provide language input to facilitate speaking tasks later

	Why don't you ...? Maybe you should ... If I were you, I'd ... You'd better ... ; I suggest that ... You (really) ought to / should ... It's best to ... ; I would say ... Make sure to ... ; Try (not) to ... Remember to ... ; Don't forget to ... It's essential/ necessary /vital that ...	
III. While-speaking	**Activity 1**: **Talking about plans** (Task a, p. 51) - Pair off SS and tell them to talk about what they plan to do after graduating from high school. - Tell SS if they have any difficulties deciding something, ask their partner for advice. - Model the example with a student and have SS speak. - Go round to monitor and give help. - Choose a few pairs to act out their exchanges. - Give feedback and comments.	- To provide practice on asking for and giving advice concerning future plans
	Activity 2: **Giving advice** (Task b, p. 52) - Have SS work in small groups. - Tell SS to share ideas giving advice about the situations provided. One group one situation. - Choose SS to present the opinions of their groups to the rest of the class. - Invite class opinions and comments. - Give feedback and comments.	- To provide more free practice
IV. Post-speaking	**Writing** - Give a situation: 'Imagine your friend has an important job interview, and s/he asks you for advice on how s/he can make a good impression.' - Ask SS to write a paragraph giving him/her advice on how to make a good impression at the job interview. - Elicit ideas from SS or give some prompts for SS to write about: • dress neatly and elegantly	- To integrate some writing and to allow SS to express them-selves

	◦ arrive early ◦ be confident / merry ◦ be well-prepared ◦ speak naturally and fluently ◦ ... - Choose SS to read their writings to the rest of the class. - Have SS listen and give comments. - Give feedback and comments.	
V. Home-work	**Language review** - Tell SS to review the useful language used to ask for and give advice.	- To review the language

Unit 4 Higher Education

Writing

Objectives: - By the end of the lesson, students know how to complete an application form.
- By the end of the lesson, students improve their skill of completing forms.

Skills: - Writing: filling out application forms

Teaching aids: - handouts

Stage	Procedure	Aims
I. Warm-up	**Game**: **Riddles** - Divide the class into two groups, A and B. - Tell SS to listen to the pairs of definitions and try to find one word with both meanings in each case. - A correct answer earns the group one point. - The group with more points wins the game. - Keep a running total of points for each group on the board. - Declare the winner. These are the riddles:	- To create interest, and to introduce the lesson

	1. It's: part of a tree; or the noise made by a dog. (Expected: *bark*) 2. It's: part of a plant; or a page of a book. (Expected: *leaf*) 3. It's: a small animal; or a device in a computer set. (Expected: *mouse*) 4. It's: a living thing that is not an animal; or a factory. (Expected: *plant*) 5. It's: appearance or shape of something; or a kind of document. (Expected: *form*) - Ask SS what a form is like and if they have ever completed a form. Transition: Today we'll practise filling out application forms. - Write on the board: **Unit 4 Writing – Filling out application forms**	
II. Pre-writing	**Brainstorming ideas** - Ask SS to give ideas on the following questions: 1. On what occasions do you have to fill out a form? 2. What kind of information do you often have to supply? Some suggested ideas: 1. When applying for a job; for a membership of a club / organization / ...; for a scholarship; for a visa; for admission to a university; when entering a competition / contest; when enrolling for a course or registering for a test, ... 2. Personal details; education background; work experience; language proficiency; hobbies and interests, ... - Note down SS ideas on the board. - Give feedback and comments.	- For SS to express and share ideas
	Things to remember - Tell SS to pay attention to items with an asterisk (*) so that they can following the instructions correctly. These are some common examples: • Write N/A where not applicable • Write in CAPITAL letters / Block capitals	- For SS to be careful and fill out a form properly

III. While-writing	**Filling out an application form** - Tell SS they want to apply for admission to the Western College and have to fill out a form. - Have SS read through the form and write in the information as required and answer the questions. - Remind SS to read the form carefully and provide appropriate information. - Go round to monitor and give help where needed.	- To allow SS to practise filling out the form themselves
IV. Post-writing	**Peer Correction** - Have SS work in pairs. - Tell SS to take turns reading each other's form and check together. - Ask SS if they found any mistakes in their partner's form. - Give feedback and comments.	- For SS to share and learn from each other
V. Homework	**Revising** - Tell SS to search the media for a certain form and fill out the form as required.	- More real life practice

Unit 4 Higher Education

Language Focus

Objectives:
- By the end of the lesson, students are able to use verbs with prepositions correctly.
- By the end of the lesson, students know how to use adverbial clauses of place.
- By the end of the lesson, students know how to use conditional sentences.

Skills: - Language use; writing

Teaching aids: - handouts; a ball of paper

Stage	Procedure	Aims
I. **Warm-up**	**Game****: 'Throw and catch'** - Have SS work in two groups. - Prepare a ball of paper. - Tell SS that as they throw the ball to a student in the other group, they shout out a verb. And when a student catch the ball, they have 5 seconds to use the verb in a sentence. - The class decides if the sentence is correct. If it isn't, the student is out of the game. If correct, the student shouts out another verb and throw the ball to the other group and so on. - The last student left is the winner. - Give an example to demonstrate: T (throwing): *Eat.* S_1 (after catching): *I have eaten breakfast.* S_1 (throwing): *Read.* S_2 (after catching): *Have you read 'Harry Potter'?* etc. - Declare the winner. Transition: There are lots and lots of verbs in English. And today we will study verbs followed by a preposition. - Write on the board: **Unit 4 Higher Education – Language focus**	- To create interest, and to introduce the lesson
II. **Word study**	**Prepositions after verbs** ○ Some English verbs are followed by a preposition and is called prepositional verbs. V + prep. Here are some common verbs: agree with — hear about decide on — reply to admit to — depend on apply for — look for translate into — suffer from ... - *Lots of people* ***applied for*** *the position.*	- To provide some examples

	In questions, the preposition usually goes at the end of the sentence. - *What are they **suffering from**?*	
	Activity 1: **Adding a preposition** (Task a, p. 55) - Tell SS to add a suitable preposition after each verb. - Have SS work in pairs and compare answers. - Call on SS to read the prepositional verbs. - Check the answers with the class. (*See Teacher's Guide for answers*)	- To give some controlled practice
	- Check to see if SS know the meanings of the prepositional verbs. agree with sb = đồng ý với ai agree on / about sth = đồng ý về ...; quyết định ask for sth = hỏi xin ... ask about sth = hỏi han về ... concentrate on sth = tập trung vào .. graduate from = tốt nghiệp (từ trường nào) participate in sth = tham gia vào ... pay for sth = trả tiền cho cái gì prepare for sth = chuẩn bị cho cái gì qualify for sth = thích hợp với; đủ khả năng result from sth = là kết quả của ...; do cái gì gây ra succeed in sth = thành công trong việc gì	- To make sure SS know the meanings of the verbs
	Activity 2: **Gap-filling** (Task b, p. 55) - Tell SS to read the sentences and fill in each space with a suitable verb and preposition in the box in Task a. - Have SS work in pairs, act out the exchanges and compare answers. - Choose some pairs of SS to read out their completed exchanges. - Go over the answers with the class. (*See Teacher's Guide for answers)*	- To provide practice on the language in context
III. Grammar	**1. Adverbial clauses of place** Adverbial clauses of place tell where the action described by the main verb took place and are introduced with:	- To provide the form

	where (a definite place) ***wherever*** (any place) ***everywhere*** (any place) ***anywhere*** (any place) Adverbial clauses of place basically answer the question **where**. They often come after the main clause. Clauses with ***wherever*** or ***everywhere*** can come at the beginning of a sentence. - *I'll follow you* ***wherever*** *you go.* - ***Everywhere*** *that Mary went, the lamb was sure to go.*	and use of the grammar point
	Activity 1: **Matching adverbial clauses of place with main clauses** (p. 56) - Tell SS to read through the clauses and then match an adverbial clause of place in column B with a suitable main clause in column A. - Have SS compare answers with their partners. - Call on SS to read out their complete sentence and check with the class. *(See Teacher's Guide for answers)*	- To provide SS with some controll-ed practice
	Activity 2: **Sentence building** (Handouts) - Deliver handouts. (**Appendix 1**) - Tell SS to read the prompts given and try to make meaningful sentences from these words and add *where*, *wherever*, *everywhere*, or *anywhere* where suitable. - When they have finished, get SS to exchange handouts and check together. - Choose SS to readout their sentences and check with the class for corrections. - Give feedback and comments.	- To provide free practice and to allow SS to express them-selves
	Expected answers: 1. My brother plays the piano *wherever* he can. 2. My little dog follows me *everywhere/wherever* I go. 3. Why don't you search *where* you often put your car key? 4. He will go *anywhere* you tell him to find that	- To review the grammar point

	magical drug. 5. *Wherever* you go, I will be right here waiting for you. 6. Most people prefer to shop (/to do their shopping) *where* credit cards are accepted. **2. Conditional sentences** ➢ **Conditional Type 1** (Future / Present Possible) ***Form:*** ***If clause:*** simple present verb (*present continuous* and *present perfect* can also be used) ***Main clause***: simple future verb (*will* + verb) (other modal verbs like ***can, might, should,*** ... can also be used) ***Use:*** **The first conditional** is used to talk about things which may happen in the present or the future. If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma. - *If it* ***rains*** *tomorrow, we'****ll stay*** *at home.* ➢ **Conditional Type 2** (Present Untrue) ***Form:*** ***If*** **clause:** simple past verb / past subjunctive ***Main clause***: *would* + verb ***Use:*** **The second conditional** is used to talk about things which are *unreal* (not true or not possible) in the present or the future -- things which *don't or won't happen.* - *If I* ***were*** *you, I* ***would take*** *that offer.* ➢ **Conditional Type 3** (Past Untrue) ***Form:*** ***If*** **clause:** past perfect verb (had + p.p) ***Main clause:*** *would (could, might) have* + p. p ***Use:*** **The third conditional** is used to talk about things which ***did not*** and ***could not*** happen in the past. It is often used to express criticism or regret. - *If he* ***had read*** *the book, he* ***could have answered*** *the questions.*	- To provide the form and use of the structures - To provide some controlled

	Activity 1: Putting verbs in correct forms (Task a, pp. 56 - 57) - Ask SS to read the conversation provided. - Tell SS to put the verbs in brackets in the correct forms. - Remind SS to consider the condition that each verb expresses in order to have the correct form. - Have SS work in pairs and compare answers. - Choose a pair of SS to act out the conversation and check with the class. - Check the answers with the class. (*See Teacher's Guide for answers*)	practice on the grammar point
	Activity 2: Key word transformation (Task b, p. 57) - Tell SS to read the sentences provided and then rewrite them using the key word given. - Remind SS to pay attention to the type of condition expressed in each sentence. - Have SS compare answers with a partner. - Call on SS to write their answers on the board. - Invite class corrections and comments. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To provide more practice with language in use
	Activity 3: Gap-filling (Handouts) - Give out handouts of gapped sentences. **(Appendix 2)** - Tell SS to read the sentences and complete each sentence with a suitable word: *if*, *unless*, *where*, *wherever*, *everywhere*, or *anywhere*. - Have SS work in pairs and compare answers. - Call on SS to give answers and check with the class. Expected answers: 1. everywhere / wherever 2. unless 3. if 4. wherever 5. where 6. wherever 7. anywhere / wherever	- To consolidate and check SS recognition
IV. Homework	**Sentence Making** - Tell SS to write sentences expressing their regret, wishes or some plan that still depends on some condition.	- For SS to review and express themselves

Appendix 1: Activity 2 - Sentence building

Make meaningful sentences using the prompts given and adding *where, wherever, everywhere* or *anywhere* where suitable.

1. My brother / play / piano / he / can.

   ____

2. little dog / follow me / I go.

   ____

3. why / you not / search / you often / put / car key?

   ____

4. he / go / you tell / him / to find / magical drug.

   ____

5. you go / I / be / right here / waiting / you.

   ____

6. most people / prefer / shop / credit cards / be accepted.

   ____

Appendix 2: Activity 3 - Gap-filling

Complete the sentences with a suitable word: *if, unless, where, wherever, everywhere,* or *anywhere.* More than one word is possible in some cases.

1. You will hear people talking about this ______________ you go.
2. ________________ you do your homework, you'll be punished.
3. Ray could have been admitted to the university _____________ he had submitted his application on time.
4. They said they would find him, ________________ he had gone.
5. We had dinner ________________ most tourists often come for local dishes.
6. Put the files __________________ you think it easy to find.
7. You can go ___________________ you like; I don't mind.

Unit 5 Future Jobs

Reading Comprehension

Objectives:
- By the end of the lesson, students are able to read for specific details.
- By the end of the lesson, students are able to read for gist or general information.
- By the end of the lesson, students have some ideas what they need for a future job and what to prepare for a job interview.

Skills: - Reading: scanning, skimming; speaking

Teaching aids: - handouts

Stage	Procedure	Aims
I. Warm-up	Game: **Miming - 'What am I?'** - Divide SS into two groups, A and B. - Ask for a volunteer to the front of the class. Show him some jobs, one by one, and tell him to mime. - Tell the groups to look at their friend and guess what he is. A correct answer will earn them one point. - The group with more points wins the game. - Keep a running total of points for each group on the board. - Declare the winner. This is the list of jobs used in the miming: *doctor, pilot, dentist, teacher, cashier, mechanic, artist.*	- To create interest, engage SS, and to lead to the topic
	- Ask SS if they have decided what job to take in the future and if they know what they need in order to get a job. Transition: Unit 6 focuses on future jobs, what we do to apply for a job or prepare for a job interview. - Write on the board: **Unit 5 Future Jobs - Reading**	- To engage SS, and let SS express their opinions
II. Pre-reading	**Eliciting ideas** - Ask SS to work in pairs. - Tell them to make a list of what a job seeker should do before, during and after a job interview.	- For SS to think and share ideas

<table>
<tr><td></td><td>- Note down SS ideas on the board.
<table><tr><th colspan="3">A JOB INTERVIEW</th></tr><tr><th>Before</th><th>During</th><th>After</th></tr><tr><td>-
-
-
…</td><td>-
-
-
…</td><td>-
-
-
…</td></tr></table></td><td></td></tr>
<tr><td>III. While-reading</td><td><u>Activity 1</u>: Completing the table (Task b, p.69)
- Ask SS to read the text and complete the table with the information about what a job seeker should do before, during, and after a job interview.
- Tell SS to ignore the gaps.
- Tell SS to compare what they find in the text with what they think.
- Check as a class.
<i>(See Teacher's Guide for answers)</i></td><td>- To provide some practice in scanning</td></tr>
<tr><td></td><td><u>Activity 2</u>: Guessing the meaning of words from context
- Pair off SS and give out handouts. (Appendix 1)
- Ask SS to read the text and match the words or phrases with their meanings by guessing the meanings from the context.
- Go over the answers with the class and check their Vietnamese equivalents.
<u>Expected answers</u>: 1. d 2. a 3. f 4. g
5. b 6. e 7. c</td><td>- To develop SS skill of guessing meaning of words from context</td></tr>
<tr><td></td><td>- Have SS listen and repeat these words.
. hire /ˈhaɪə(r)/ (v.) = thuê, mướn
. punctuality /pʌŋtʃʊəˈælɪtɪ/ (n.) = sự đúng giờ
. demeanor /dɪˈmi:nə(r)/ (n.) = hành vi, tư cách đạo đức
. attribute /ˈætrɪbju:t/ (n.) = phẩm chất
. neglect /nɪˈglekt/ (v.) = quên làm gì
. reiterate /rɪˈi:təreɪt/ (v.) = lập lại, nhắc lại
. set sb apart (from sb) /set əˈpa:t/ (v.) = làm cho ai khác biệt với …; làm ai vượt trội</td><td>- To give some practice on pronunciation</td></tr>
</table>

	Activity 3: Completing the text (Task c, p. 70) - Ask SS to read the text again, read the sentences provided in the list, and choose a suitable sentence that fits each blank. - Tell SS to look for connections of idea in terms of meaning, and the language used. - Tell SS to compare answers with a partner. - Go over the answers with the class. *(See Teacher's Guide for answers)*	- For SS to recognize the coherence of text
	Activity 4: True, False or No Information? (Handouts) - Pair off SS and give out handouts of statements about the text. **(Appendix 2)** - Ask SS to read the statements and say if they are true (T), false (F) or no information (NI) is given. - Ask SS to work in small groups and compare answers. - Call on SS to read the statements and say their choice. - Go over the answers with the class. Expected answers: 1. T 2. F (get as much information as possible, not know everything) 3. F (You should match your clothes to theirs, not wear the same.) 4. NI 5. T	- To develop SS' skill of reading for detail - For SS to share and learn
IV. Post-reading	**Discussion** - Arrange SS to work in small groups. - Tell SS to look at the pictures on page 68 and say where the people are and what they are doing. - Then ask SS to work in groups talking about what job they would like to do after they leave school and the reasons for their choice. - Call on SS to report about their members in their groups. - Give feedback and comments.	- To provide SS with some free practice and to have them express themselves and share ideas
V. Homework	**Vocabulary review: Gap-filling** - Give SS handouts and ask them to do the task at home. **(Appendix 3)** - Tell SS to complete the sentences using the new	- For SS to review new vocab

	words learned in the text. Expected answers: 1. attributes 2. set … apart 3. punctuality 4. reiterate 5. neglect 6. hired 7. demeanor	

Appendix 1: Activity 1 – Guessing the meaning of words from context

Read the text and guess the meanings of these words from the context. Then match the words in column A with their suitable meanings in column B.

A	B
1. hire	a. being on time
2. punctuality	b. fail to forget to do sth
3. demeanor	c. make sb/sth different from others
4. attribute	d. employ; obtain the use of sth or the services of sb in return for payment
5. neglect	e. say or do sth repeatedly in order to emphasize it
6. reiterate	f. the way you behave; conduct
7. set sb/sth apart	g. quality or feature regarded as a natural or typical part of sb

Appendix 2: True, False or No Information?

Read the statements and decide if they are True (T), False (F) or No Information (NI) is given according to the text. Write a letter in the space.

0. A job seeker should be well-prepared for a job interview. _ *T* _
1. Being on time is very important in a job interview. ____
2. You must know everything about the company before the interview. ____
3. You should wear the same clothes as employees in the workplace. ____
4. Body language is more highly appreciated than speech. ____
5. A thank-you note after the interview is very helpful. ____

Appendix 3: Homework – Vocabulary review

Complete each sentence with a suitable word learned in the reading text. Put it in the correct form. The first one has been done as an example.

0. You can ___ *hire* __ a bicycle and make a tour around the city.
1. Patience is one of the most important ________ in a teacher.

2. Her ability to speak five languages _________ her _________ from all other applicants.
3. _________ is extremely important when you go to a job interview.
4. When in my hometown, you should _________ your offer since people tend to refuse it.
5. Don't _________ to write and say 'Thank you' to your friend's family.
6. They _________ a car and went away for a holiday.
7. Not many people in the company like her arrogant _________ .

Unit 5 Future Jobs

Listening

Objectives: - By the end of the lesson, students get some idea of what a job interview is like.
- By the end of the lesson, students gain some experience for a job interview.

Skills: - Speaking: interviewing

Teaching aids: - CD, CD palyer; handouts

Stage	Procedure	Aims
I. Warm-up	**Game: 'What will I do?'** - Ask for a volunteer to the seat in the front of the class. - Divide SS into two groups, A and B. - Tell the student to think of a job, and when SS make questions, just answer 'yes' or 'no'. - Ask the groups to make 'yes/no' questions for the student to find out what job he would offer them. - Model with the class: T: *Do I have to work outside?* S: *No.* T: … - Tell SS to guess what job they would be offered based on the information they get. - The first group to guess what the job is wins the game.	- To raise interest and to lead in to the lesson - To engage

	- Ask SS: Do you like that job? Would you like to apply for it? What do you need to prepare for your application? Transition: Yes, one of the things you have to prepare is a résumé. What sort of information should you give in the résumé? In the listening today, you will have a chance to complete Mai's résumé. - Write on the board: **Unit 5 Future Jobs - Listening**	SS and let them express themselves
II. Pre-listening	**Teaching vocabulary** - Pre-teach some vocabulary through examples and explanations. . private /ˈpraɪvət/ (adj.) = tư, riêng tư . cashier /kæˈʃɪə(r)/ (n.) = thủ quỹ . reference /ˈrefərəns/ (n.) = thư / người giới thiệu . sale /seɪl/ (n.) = hoạt động bán hàng - Read the words, one at a time, and have SS listen and repeat.	- To facilitate the listening tasks with some vocab.
III. While-listening	**Activity 1: Listen and complete the résumé** (Task b, p.71) - Ask SS to look through the résumé, pay attention to the gaps and think of what may go in each gap. - Play the CD and tell SS to listen and try to get the information needed. - Call on SS to give the information in each gap. - Have SS listen again and check their answers. - Go over the answers with the class. *(See Teacher's Guide for answers)*	- To practise listening for specific information
	Activity 2: Gap questions (Handouts) - Give out handouts of gapped sentences about the reading. (Or them o write them on the board.) - Tell SS as they listen to the recording pick out the missing information to fill in the gaps. - Play the recording and get SS to do the task. - Ask SS to work with a partner and compare answers. - Call on SS to read their completed sentences.	- To practise listening for specific details

	- Play the CD again and check the answers with the class. These are the sentences: 1. Dali company is a __________ company. 2. It produced __________ goods. 3. Susan Lee was Mai's __________. 4. Mr Phan Ba was Mai's _________ in grade 12. Expected answers: 1. private 2. household 3. boss 4. English teacher / teacher of English	
IV. Post-listening	**Speaking: Personalization** - Put SS into small groups of four or five. - Tell SS to talk and share information on the following topics: • Educational background and qualifications • Work experience • Languages • Interests or hobbies - Choose SS to report the information about the members in their groups. - Invite the class to give comments. - Give feedback and comments.	- To integrate some speaking and have SS share experience
V. Homework	**Language review** - Ask SS to read the résumé again and prepare the information required at home.	- To prepare for the next lesson

Unit 5 Future Jobs

Speaking

Objectives: - By the end of the lesson, students get some idea of what a job interview is like.
- By the end of the lesson, students gain some experience for a job interview.

Skills: - Speaking: interviewing

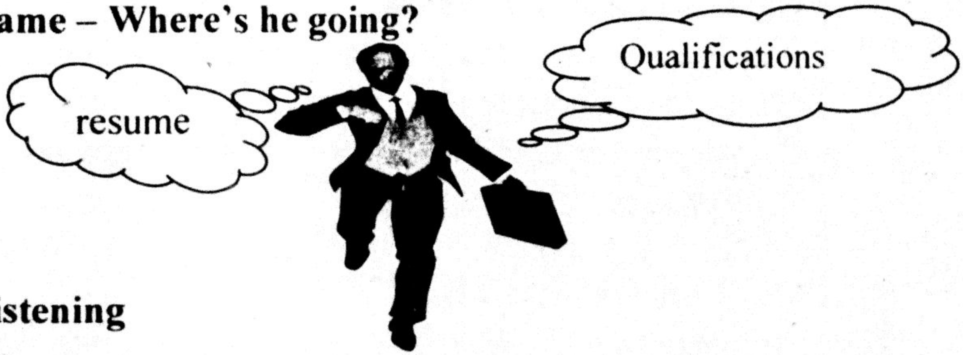
Teaching aids: - handouts, picture

Stage	Procedure	Aims
I. Warm-up	Game: **'Where's he going?'** - Divide SS into two groups, A and B. - Show SS a picture of a man. **(Appendix)** - Tell the groups to look at the picture and the cues provided and say where he is going. - The first group to get it right wins the game. These are some more cues you may need to give as suggestion: 1. appearance / clothes (How does he dress? – elegantly/formally, ...) 2. punctuality (Will he be early or late?) 3. preparation (What's he going to talk about? What's he going to ask about?) (Expected: He's going to a job interview.)	- To create interest, and to introduce the topic
	Transition: So you know what to do to prepare for a job interview. Now we are ready to practise. - Write on the board: **Unit 5 Future Jobs - Speaking**	- To engage SS
II. Pre-speaking	**1. Check (✓) the job you like** (Task a, p.72) - Ask SS to look at the jobs listed in the advertisement and check (✓) job (s) they like. - Tell SS to tell their partners the jobs they would like to do. - Ask SS to raise their hands if they would like to do a certain job.	- To prepare SS for speaking activities later
	2. Prepare questions - Tell SS to work in pairs making a list of questions for the information required in the form. - Call on SS to list possible questions they make for each item. - Check with the class and introduce some if necessary. **3. Introduce some useful language** - Check the meanings of the words and phrases listed. - Elicit some more words or phrases expressing qualities and skills.	- To provide language input

<table>
<tr><td></td><td>- You may want to introduce some more such as:
o good sense of responsibility
o real sense of commitment
o devoted / dedicated
o enthusiastic / conscientious
o hard-working
o …</td><td>- To provide some freer practice</td></tr>
<tr><td>III. While-speaking</td><td><u>Activity 1</u>: Role-play - An Interview
- Pair off SS as A and B.
- Ask SS to work in pairs; A - the job seeker, and B – the interviewer.
- Tell the pairs to role play the situation and act out the interview.
- Move around to give help if necessary.
- Tell SS to change partner and change roles, and act out the interview. (This time B is the job seeker, and A is the interviewer.)
- Call on some pairs to act out the interview in front of the class.
- Invite class opinions and comments.
- Give feedback and comments.
<u>Activity 2</u>: Why do you like it?
- Arrange SS to work in small groups.
- Ask SS to tell their friends what jobs they are well-qualified for, what jobs they would choose as a future career, and the reasons for their choice.
- Call on SS to report about their friends' choice and reasons.
- Give feedback and comments.</td><td>- To provide a meaningful activity where SS talk about themselves and share ideas</td></tr>
<tr><td>IV. Post-speaking</td><td><u>Listening</u>: Completing the chart
- Draw this chart on the board.
<table>
<tr><th>Name</th><th>Job</th><th>Feelings/ ideas</th></tr>
<tr><td>1. Carlos</td><td>__________</td><td>________________</td></tr>
<tr><td>2. ______</td><td>__________</td><td>________________</td></tr>
</table>
- Read the dialogues (Appendix 2), one by one, and have SS complete the chart with the missing information about the jobs mentioned and the</td><td>- To integrate a listening skill</td></tr>
</table>

<table>
<tr>
<td></td>
<td>people's feelings about them.
- Have SS work with a partner and compare answers.
- Read the dialogues again and have SS check their answers.
- Go over the answers and check with the class.
Expected answers:
<table>
<tr><th>Name</th><th>Job</th><th>Feelings/ ideas</th></tr>
<tr><td>1. Carlos</td><td>a tutor for kids</td><td>more fun than working with adults</td></tr>
<tr><td>2. Paul</td><td>working in a kitchen in a restaurant</td><td>pretty hard work, hot</td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td>V. Home-work</td>
<td>Writing
- Tell SS to write a paragraph about what they would choose as a future career and the reasons why they choose it.</td>
<td>- For SS to express themselves in writing</td>
</tr>
</table>

Appendix 1: Game – Where's he going?



Appendix 2: Listening

Listening scripts:

1. A: So where are you working this summer, Carlos?
B: I'm working as a tutor in a learning center for kids.
A: Interesting. What kinds of things do the kids do there?
B: They work on subjects they need help in, mainly math and English.
A: Do you enjoy it?
B: Oh, yes. Working with kids is so much more fun than working with adults.

2. C: Paul, did you find a summer job, yet?
D: Yeah, I'm working in a restaurant.
C: What are you doing? Are you waiting tables?

D: No. I'm working in the kitchen. I cut up stuff for the chef.
C: Oh, yuck.
D: Yeah, it's pretty hard work. I didn't realise how hot it is in a restaurant kitchen until I took this job.

Unit 5 Future Jobs

Writing

Objectives:
- By the end of the lesson, students are able to distinguish between business and personal letters.
- By the end of the lesson, students are able to write a letter of application.

Skills: - Writing: writing a letter of application

Teaching aids: - Cards, handouts, transparencies, OHP

Stage	Procedure	Aims
I. Warm-up	**Game: Flashing the card** - Prepare a card that looks like a letter with a big phrase 'To Whom It May Concern' clearly noticeable. - Flash the card and ask SS to say what they see (two or three times if necessary). - Ask SS about the meaning of the phrase "To Whom It May Concern" and when it is used. (Expected: It is used to start a formal letter, and to whom we don't know the name or title.) - Elicit the difference between business letters and personal letters. (Expected: They are different in style and formality of language. Business letters: formal; personal letters: informal, friendly) Transition: In the writing section today, we'll learn how to write a letter of application. - Write on the board: **Unit 5 Writing a Letter of Application**	- To create interest and lead in to the lesson
II. Pre-writing	**1. Choosing appropriate words or phrases** (Task b,	- To provide a

	p. 74) - Ask SS to read the letter of application and choose the words or phrases that are more appropriate for a business letter. - Tell SS to compare answers with a partner. - Call on SS to give their answers and explanations for their choice. - Go over the answer with the class. (*See Teacher's Guide for answers*)	sample and some useful phrases
	2. Questions and Answers (Task c, p. 75) - Ask SS to answers the questions about the information in the letter. - Tell SS to compare answers with partners. - Call on SS to give answers and check with the class. (*See Teacher's Guide for answers*)	- To focus SS' attention on what to include in the letter
	3. Matching parts of a letter with their headings - Put SS into small groups of four or five. - Gives each group a set of small cards. (**Appendix 2**) - Ask SS to work in groups and match the parts of a letter of application with their suitable headings. - Then have SS put the parts in the order of a letter. - Call on SS to give their answers. - Go over the answers with the class. Expected answers: g. 3 f. 4 a. 2 d. 7 b. 5 e. 1 c. 6 (Tell SS that a letter of application often contains most of these parts.)	- To provide another sample and the general format of the letter
III. While-writing	**4. Introducing useful language** (See **Appendix 1**) **Activity 1: Writing parts of a letter** - Present a job advertisement. (Choose one advertisement on page 75) - Ask SS to work in groups, write a part of a letter of application as instructed. group 1. Opening and Reason for writing (saying which job you want to apply and how you heard about it) group 2. Qualifications and experience; (giving relevant	- To allow SS to practise in a less stressful way

	details about yourself) group 3. Personality and interests; (and your reasons for wanting to o the job and why you think you would be good at it.) group 4. Summary of reasons for applying (and mentioning anything you have enclosed and hoping for a favorable reply) - Ask the groups to read out their parts in the order of a letter. - Ask SS if the parts can make a good letter. - Give feedback and comments.	- To have SS practise writing themselves
	Activity 2: Writing a complete letter - Ask SS to work within their groups again. - Give each group a transparency and a marker. - Tell SS to choose a job advertised and write a complete letter of application. - Move around to monitor and give help if necessary. - When SS have finished, collect their writings on transparencies.	- For SS to correct and learn from one another
IV. Post-writing	**1. Peer Correction** - Show the groups' writings on OHP, one at a time, and ask SS to read the letter together as a class. - Invite SS to give corrections and comments. - Give feedback and comments on each piece of writing and on SS writings in general. - Tell SS to choose the best-written letter, and say which letters are likely to be considered for the position. **2. Listening and Error recognition** - Present an advertisement of a job and tell SS to read it for some information. - Read a letter of application. (**Appendix 2**) - Ask SS to listen and recognise things that are not suitable for the job advertised. (e.g. means of advertising, position, qualifications, age, etc.). - Call on SS to say which information is not suitable. - Check the answers with the whole class. Expected answers: 1. a sales manager 2. on TV	- To integrate some listening in a consolid-ation task

V. Home-work	3. nineteen years old 4. not fluently 5. never worked as a salesperson (no experience) **Improving the letter** - Give SS handouts of the letter in the last task. - Tell SS to improve the letter of application by changing the unsuitable information.	- More practice at home

Appendix 1: **Useful Language**

- Introduction: I'm writing to apply for ... / I'd like to apply for ...
- Job: ... the job/post/position | advertised in ... / I saw advertised in ...
  I've just seen in ...
- Experience: (recent) for the last ... I've been ... / I've been ... since ...
  (general) I've had experience of ...
  I've done ... / I've never done ... but ...
  (past) In 2005 I worked ... / ... before that I worked ...
- Interests: I'm very interested in ... / I'm rather keen on ...
  One of the reasons I'm applying is .../One of my reasons for ...

Appendix 2: **Activity 3 - Matching parts of a letter with headings**

Headings

a. Qualifications and experience

e. When the writer is free

c. Closing and ending a letter

f. Reason for writing

d. Personality and interests

g. Opening a letter

b. Summary of reasons for applying

Parts of the letter

1. My course finishes at the end of June and I will be free to take up a post after this time. I'm available for an interview at any time which is convenient to you.

3. Dear Sir or Madam,

2. I am twenty-three years old and am in the final year of my course in Tourism Management at South Bank University. During the course, I spent three months on a work placement scheme working for Harrison Guides Ltd as a tour guide, accompanying visitors to Oxford, Brighton and Bath. In addition, I have gained experience of hotel reception, bar and restaurant work during the university vacations. Please refer to the enclosed curriculum for further details.

4. I am writing to apply for the post of tour leader, which was advertised in the Evening Standard yesterday.

5. I believe that I have the appropriatequalifications, experience and personality for this post, and I think that I would find the work stimulating and rewarding.

7. I enjoy meeting people from other cultures and have travelled extensively in Europe. I speak good French and German, and a little Spanish. I am very interested in English history and enjoy sharing my interest with other people.

6. I look forward to hearing from you.
Yours faithfully,
Mathew Hunt

Appendix 2: Listening and Error recognition

A job advertisement in a newspaper

Riverside Co-op Mart
A Salesperson needed
Aged between 20 and 40
Enthusiastic, responsible and honest
Ability to get on well with people essential
A good knowledge of spoken English required
Previous experience an advantage
Please write or telephone
Personnel Manager
345 Le Loi St. Hue City
Tel: 054 546 785

A Letter of Application

Dear Sir or Madam,

I am writing to apply for the position of a *sales manager* which I saw advertised on *TV* last night.

I am *nineteen* years old and now I am studying economic laws at the National University. I took a TOEFL test last year and I got a 595. I can speak English though *not fluently*. Although I have *never worked as a salesperson* or sales manager before, I am quick at learning new things.

I enjoy meeting people and can get on well with different people. In addition, I have a real sense of commitment to my duties.

I believe that I have the appropriate qualifications and personality for this position, and I think I would find the job stimulating.

I hope you will consider my application and look forward to hearing from you.

Yours faithfully,

Unit 5 Future Jobs

Language Focus

Objectives:	-	By the end of the lesson, students are able to distinguish between *make* and *do*.
	-	By the end of the lesson, students are able to use *restrictive* and *non-restrictive* relative clauses.
Skills:	-	writing, speaking
Teaching aids:	-	handouts; cards; picture

Stage	Procedure	Aims
I. Warm-up	Game: **Question Chain** - Present a picture of a boy and some other children who are playing. (**Appendix 1**) - Tell SS their task in the game is to find out what the boy is saying to the other children. - Put SS into two groups, A and B. - The members of the groups take turns to come to the	- To check-up, create interest and introduce the

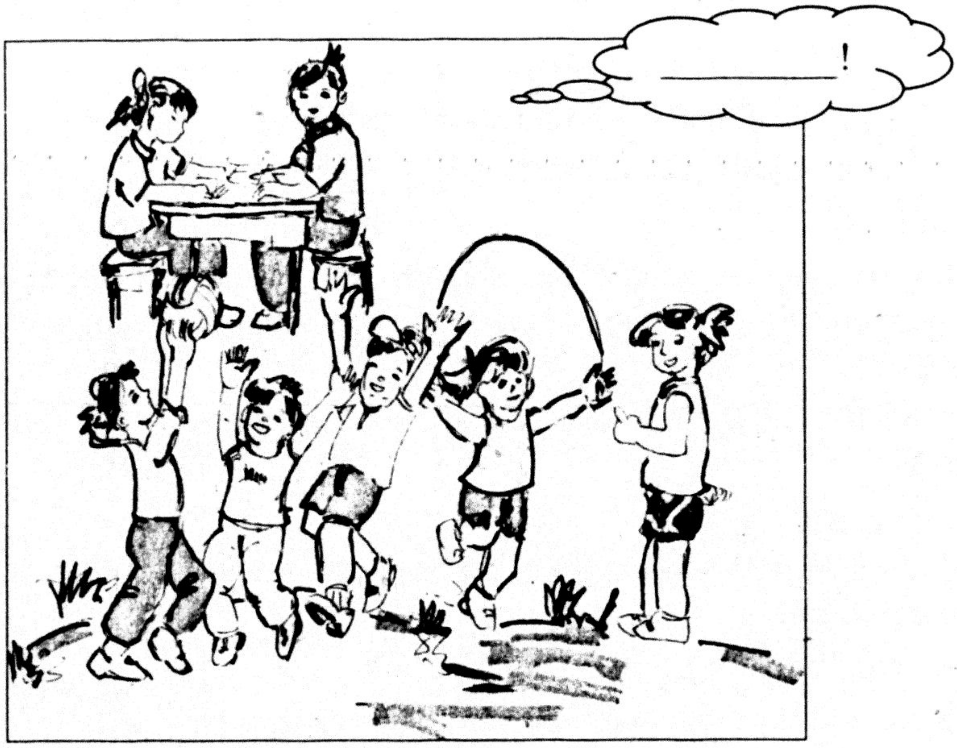
	teacher and answer a question. - If the correct answer is given, the student receives a phrase or a word (card) from the teacher (**Appendix 2**). In case of failure, another member from the same group has to come to the teacher and answer that question again. - Play continues until all the questions are answered and the groups have got all the phrases needed for a sentence. - When all the members have got their cards, they have to put these cards together in a logical order to make a meaningful sentence. - Ask the groups to stick their sentence up on the board next to the picture. - Go over the answers with the whole class. - The first group to work out the correct sentence is the winner. Expected answer: *Don't make so much noise: I'm doing my homework!* - Get the class to read the sentence on the board and pay attention to the main verbs used and the nouns as their objects. *Make noise* *Do homework*	language point
	Transition: When do we use ***make*** and when *do*? That's part of our lesson today. - Write on the board: **Unit 5 Language Focus** **WORD STUDY: MAKE and DO** The verb *to make* is often used in place of *to do* and vice versa. In its basic sense, *to make* means *to produce*, *to create*, *to construct*; *to do* means *to perform*, *to act*, *to accomplish*. *Make* and *do* are also used in fixed combinations.	- To distinguish the two verbs
II. Word Study	**Activity 1: Make or Do?** (Task a, p. 76) - Tell SS to add a verb *make* or *do* to the noun phrases to have expressions of action. - Ask SS to compare answers with a partner.	- To check and introduce more express-

	- Call on SS to give their answers and check with the whole class. *(See Teacher's Guide for answers)* - Elicit and introduce more expressions with *make* and *do*. More common expressions with MAKE ◦ make an effort / attempt ◦ make a comparison / profit / contribution ◦ make a plan / prediction / ◦ make a promise / suggestion / sound ◦ make a good or bad impression More common expressions with DO ◦ do research / an assignment ◦ do one's duty / one's work / one's best ◦ do sb a favor ◦ do business with ◦ do harm / good / damage	ions
	Activity 2: Choose the correct word, *do* or *make*. - Give out handouts of gapped sentences. **(Appendix 3)** - Ask SS to read the sentences and fill in each gap with a correct form of do or make. - When they have finished, tell SS to compare answers with a partner. - Call on SS to read their completed sentence. - Go over the answers with the class. Expected answers: 1. do 2. make 3. done 4. made 5. done ; made 6. do 7. make 8. do	- To practise using the language
	Activity 3: Sentence completion (Task b pp. 76-77) - Put SS into pairs. - Tell SS to read the sentences and then complete the second sentences with an expression with the word given in bold. - Remind SS not to change the word and not to use more than 5 words. - Call on SS to write their sentences on the board.	- To provide practice in language in use

	- Invite class opinions and comments. - Go over the answers with the class. *(See Teacher's Guide for answers)*	
III. Grammar	**GRAMMAR:** - Tell SS to read the sentences and answer the questions. - Call on SS to give answers to the questions and check with the class. - Give short notes of the differences between restrictive and non-restrictive relative clauses. **A restrictive relative clause** describes the preceding noun, and is essential to the clear understanding of the noun, that is, to define or limit the noun. - *The boy whose hair is curly is my cousin.* *(Which boy? The one whose hair is curly.)* **A non-restrictive relative clause** does not define the preceding noun as it is definite already. It just gives more information about the noun. A non-restrictive relative clause is not essential in the sentence and can be omitted. - *The English language, **which is very popular**, is not very easy to learn.* *('The English language' is definite; everyone knows what it is. 'which is very popular' just adds more information.)* Unlike restrictive relative clauses, non-restrictive clauses: • are normally used only in the written language; • are separated by commas; • do not begin with ***that***; • cannot have their object relative pronouns omitted.	- To introduce a grammar point
	Activity 1: Combining sentences using relative clauses (Task b, p.78) - Ask SS to read the pairs of sentences. - Tell SS to use a relative clause to combine the sentences. - Remind SS to add comma(s) where needed.	- For SS to practise using the structure in a controlled

	- Call on SS to write the sentences on the board and check with the whole class. *(See Teacher's Guide for answers)*	way
	Activity 2: Putting in a suitable relative pronoun - Give out handouts of gapped sentences. **(Appendix 4)** - Tell SS to read the sentences and put a suitable relative pronoun in each space or leave the space blank where possible. - Call on SS to read their sentences and check with the whole class. Expected Answers: 1. - 2. who 3. which 4. who 5. which 6. that/which 7. which 8. where	- To check SS' recognition
IV. Home-work	**Find the mistake** - Give out handouts for SS to do at home. - Ask SS to read the sentences and find the mistakes in the sentences. - Tell SS to check (✓) those sentences which are correct. For those that are incorrect, underline the mistakes and write the correct words in the space provided. This is the handout: *Check the correct sentences. Underline the mistakes in the other sentences and write the correct answers in the space provided.* 1. Will you make the washing up tonight? _____ 2. You have to make a decision quickly. _____ 3. We must make some shopping. The fridge is empty. _____ 4. The director who is going to retire, is good. _____ 5. Tom's car, that is modern, is expensive. _____ 6. Don't do a noise or you'll wake the baby. _____ Expected answers: 1. make → do 2. ✓ 3. make → do 4. director who → director, who 5. that → which 6. do → make	- To provide more practice on the target language

Appendix 1: Game – Question Chain; the picture



Appendix 2: Game – Question chain

1. Is personal appearance important in a job interview?
   - Yes.
2. What should you do before the job interview?
   - Gather as much information about the company as possible./ Prepare for answering questions by listing some attributes.
3. How should you speak during the interview?
   - Slowly and clearly.
4. What should you do after the job interview?
   - Write a thank-you note or follow-up letter.
5. Is work experience included in a résumé?
   - Yes, of course.
6. Besides work experience, what else should be included in a résumé?
   - Education or Qualifications / languages / interests
7. Where do you often find job advertisements?
   - In newspapers / On the Internet / On billboards/ …
8. What do you have to do in order to get a job?
   - Send an application form and/or have an interview.

SO MUCH

DON'T

HOMEWORK

I'M

MAKE

DOING

MY

NOISE

Appendix 3: Activity 2 – Do or Make?

Read the sentences and complete each sentence with a correct form of *do* or *make*.

0. I need to __*make*__ a phone call. Can I use your phone?
1. It doesn't mater if you pass or not as long as you ______ your best.
2. Dressing smartly for an interview helps you _______ a good impression.
3. Have you ________ the assignment yet?
4. Tom didn't know the answer to the question, so he just _______ a guess.
5. Mark has _______ very well this term but you haven't _______ any progress.
6. She said she could ________ business with that company.
7. Listen, Anne would like to ________ a suggestion.
8. Sorry, I can't join you. I've got too much housework to _______ .

Appendix 4: Activity 2 – Putting in a suitable relative pronoun

Complete each of the sentences with a suitable relative pronoun. Leave the space blank where possible.

0. My friend Joe, __*whose*_ flat is far away, has to take a bus to school.
1. Have you received the books ________ we sent you?
2. Paul, ________ is hard of hearing, wears a hearing-aid device.
3. Here's the computer program about ________ I told you.
4. I don't know anyone ________ can help you out.
5. Tom was lazy, ________ made his parents very sad.
6. Ask John. He knows a restaurant ________ serves very good meals.
7. Her shoes, ________ you saw in the corner, are very expensive.
8. The National Bank, _______ he is working, is making a great profit.

Unit 6 Economic Reforms

Reading Comprehension

Objectives:
- By the end of the lesson, students are able to read for specific details.
- By the end of the lesson, students are able to read for gist / general ideas.
- By the end of the lesson, students get some ideas how the economic reforms have affected our country's economy.
- By the end of the lesson, students have better knowledge of vocabulary connected with the topic of economic reforms.

Skills:
- Reading: scanning, skimming; speaking

Teaching aids:
- handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Dictogloss** - Tell SS you will read a sentence to them twice only, once at the front of the classroom and once at the back. The students should write down the key words on a piece of paper. The sentence used in this game is: ***'Thanks to these, living standards have been improved and people are enjoying a much better life.'*** - Have SS work individually to recreate the sentence. - After a few minutes, ask the class to work together to remember the whole sentence, and appoint one student to write the sentence on the board. - If SS run out of ideas, read the original sentence once again and encourage them to get their version on the board completely accurate. - Then ask SS to guess what the word 'these' in the sentence refers to. (Expected: Economic reforms or changes in economic policies or something similar)	- To raise SS' interest and to lead to the topic - To engage SS, and let SS express their

	Transition: Yes, right. And Unit 6 focuses on economic reforms and their effects on the country's economy. - Write on the board: **Unit 6 Economic Reforms - Reading**	opinions
II. Pre-reading	**1. Talking about the pictures** (Task b, p.79) - Put SS into small groups. - Ask SS to look at the pictures and talk about them, i.e. the advantages and disadvantages of these places. E.g.: - *At the market, we may get cheap and fresh things, but we don't know where they come from and whether they are of good quality. ...* - Give SS some prompts to talk about: ∘ prices, ∘ safety, ∘ quality, ∘ convenience, ∘ hygiene, ∘ ... - Call on SS to talk about the pictures. - Invite class opinions and comments. - Give feedback and comments.	- To allow SS to share opinions
	2. Teaching vocabulary - Pre teach some vocabulary through explanations and synonyms: . witness /ˈwɪtnɪs/ (v.) = be present at sth and see it (chứng kiến) . profound /prəˈfaʊnd/ (adj.) = deep, very great (sâu sắc, lớn lao) . overcome /əʊvəˈkʌm/ (v.) = succeed in a struggle against sth; defeat (vượt qua)	- To provide SS with some language to help them understand the text
	. brain drain /breɪn dreɪn/ (n.) = loss to a country when skilled and clever people emigrate from it to other coutries (chảy máu chất xám) . drastically /ˈdræstɪklɪ/ (adv.) = strongly, greatly (lớn, mạnh mẽ) . threshing /ˈθreʃɪŋ/ (pres. part.) = beating out and separating grain from husks of rice/wheat (đập, tuốt lúa) e.g.: a threshing machine . set up /set ʌp/ (v.) = establish, create (tạo dựng,	- To help enrich SS' knowledge of vocab. connected with the topic

	thành lập) . trade in sth /treɪd/ (v.) = buy and sell (kinh doanh) . tough /tʌf/ (adj.) = difficult (khó khăn, khốc liệt) - Read the words, one at a time, and have SS listen and repeat.	of economy
	3. Checking vocabulary - Read out the synonyms or explanations of the words just presented, one by one and at random. - Tell SS to listen and call out the words. - Check the answers with the whole class.	- To see if SS have learned the words
III. While-reading	**Activity 1: Choosing the best title** (Task c, p.81) - Ask SS to read through the text and then choose the best title for the passage. - When they have finished, tell SS to compare answers with a partner. - Call on SS to give their answers and explanations for their choice. - Go over the answer with the class. (*See Teacher's Guide for answers*) Expected answers: 3. Doi Moi Witnessed by a Foreign Observer	- To provide some practice on skimming skill
	Activity 2: Comprehension Questions (Task d, pp. 81 - 82) - Pair off SS. - Ask SS to read the text and find the answers to the questions. - Tell SS to work in pairs, and make questions and answers. - Call on pairs of SS to ask and answer the questions. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To develop SS skill of reading for detail - For SS to share and learn
	Activity 3: Gapped Sentences (Handouts) - Give out handouts of gapped sentences about the reading. **(Appendix)** - Tell SS to read the passage and pick out the missing information to fill in the gaps.	- To summarize the main

	- Ask SS to work with a partner and compare answers. - Call on SS to read their completed sentences. - Check the answers with the class. Expected answers: *1. own experiences, 2. has overcome; have greatly improved, 3. brain drain, 4. demand of the market; higher yields, 5. to worry; compete with many others, 6. is becoming tougher*	points of the text
IV. Post-reading	**Discussion - Personalization** - Arrange SS to work in small groups. - Tell SS to talk about the changes in their province or neighborhood over the past years. - Provide SS with some prompts to talk about. ◦ standard of living (people's life) ◦ road system, transport ◦ education, training ◦ health care ◦ construction ◦ entertainment ◦ ... - Then ask SS to summarize their group's ideas to the class. - Invite class opinions and comments. - Give feedback and comments.	- To provide SS with some free practice and to have them express them-selves and share ideas
V. Home-work	**Vocabulary review** - Tell SS to learn the new vocabulary.	- For SS to review new vocab.

Appendix: Activity 3 – Gapped sentences

Read the text and complete each sentence with the missing information.

1. Christine's impressions of Viet Nam has been formed from her ______________ .
2. Since Doi Moi, Viet Nam ______________ many difficulties and people's lives ______________ .
3. Hai is an example of the ______________ from state to private foreign companies.
4. Thanks to Doi Moi, farmers can choose what to plant based on the price and ______________ , and they can buy machines to help produce ______________ .

5. In the past, college students didn't have ____________ about a job, but now it is difficult for them to ____________ for a government job.
6. Competition ____________ because Viet Nam's goods have to compete with those imported under AFTA, ASEAN Free Trade Area.

Unit 6 Economic Reforms

Listening

Objectives:
- By the end of the lesson, students are able to listen for specific information.
- By the end of the lesson, students are able to listen for the general message.
- By the end of the lesson, students learn more about the changes brought about by economic reforms.

Skills: - Listening: scanning, skimming;

Teaching aids: - CD, CD player; handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Odd one out** - Have SS work in small groups of four or five. - Tell SS you're going to dictate 5 sets of four words. - Then ask SS to choose the odd one out in each set and underline it. (More than one answer is possible.) - Call on SS to give their answers and explain their decisions. These are the sets of words: 1. cheap expensive reasonable worth 2. room office house apartment 3. rice coffee see food machinery 4. import export sell produce 5. skill experience job qualification Suggested answers: 1. worth (it is about value - the others are about price)	- To create interest and to introduce the lesson

	2. room (it's smaller and is part of the others) / office (it's not the place where you live like the others) 3. machinery (it's not something to eat or drink / it's something we import, not export) 4. import (it's the only that companies do not do with their goods) / produce (it's the only that doesn't mean trade) 5. job (you need the others in order to get a job) Transition: In the listening section today, we'll listen to a foreigner talking the changes he saw in Viet Nam on his second visit.	
II. Pre-reading	- Write on the board: **Unit 6 Economic Reforms - Listening** **Gap-filling** (Task a, p.82) - Put SS into pairs. - Ask SS to read the sentences and choose a suitable word in the box to complete each sentence. - Call on SS to read their completed sentences. - Check the answers with the whole class. (*See Teacher's Guide for answers*)	- To pre-teach some vocab. to make it easier for SS to understand the text
III While-listening	**Activity 1: Comprehension questions** (Task b, pp. 82 - 83) - Ask SS to read through the questions quickly to have an idea what information they need for the answers. - Play the CD and tell SS to listen and answer the questions. - Tell SS to compare answers with a partner. - Play the CD again and have SS listen and check. - Call on SS to give their answers to the questions. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To provide SS with practice on listening for specific information
	Activity 2: True – False statements (Handouts) - Give out handouts. (**Appendix**) - Ask SS to read through the statements and keep in mind which information they need to look for. - Have SS listen to the recording and decide whether each statement is true (T) or false (F).	- To give practice in listening for detail

	- Call on SS to give the answers and elicit explanations for their choices. - Invite class opinions and give feedback. - Ask SS to listen to the recording again and check the answers.	
IV. Post-listening	**Speaking** - Arrange SS to work in small groups. - Tell SS to make a list of goods exported by Viet Nam. Suggested: • rice • rubber • coffee • crafts • crude oil • black pepper • ... - Then ask SS to share opinions on how being a member of WTO affects our economy. - Provide SS with some prompts to talk about: • competition • foreign investments • consumer goods: diversity, quality, competitive prices, ... • international laws • ... - Moving around to monitor and give help where needed. - Call on SS to report about their groups. - Invite class opinions and comments. - Give feedback and comments.	- To integrate some speaking Personal-isation is fun and challen-ging
V. Home-work	**Lesson review** - Tell SS to list as many as possible changes mentioned in the listening.	- Sth to do at home

Appendix: **Activity 2 - True – False statements**

Listen to the recording and decide if the statements are True (T) or False (F).

1. Bob found a great variety of goods in the shopping malls. ___
2. The shopping malls were specially crowded at night. ___
3. It is people's habit to do their shopping in shopping malls. ___
4. Bob bought two T-shirts and some handicrafts yesterday. ___
5. Bob said the prices of the T-shirts and handicrafts were rather expensive. ___

Unit 6 Economic Reforms

Speaking

Objectives: - By the end of the lesson, students are able to give comments on certain things.
- By the end of the lesson, students are able to express themselves and share ideas.

Skills: - Speaking: making comments, sharing opinions

Teaching aids: - handouts

Stage	Procedure	Aims
I. Warm-up	**Game**: **Categories** - Divide SS into two groups, A and B. - Read out some categories, one at a time. Things that: 1. move fast; 2. make a lot of noise; 3. come in pairs; 4. you keep cold 5. can be full or empty; 6. help you relax 7. can fly; 8. are invisible (/cannot be seen) - Ask the groups to take turns to shout out words in these categories. The last group to think of one wins a point. - Keep a running total of points for each group on	- To create interest, and to lead in to the lesson

	the board. - The group with more points wins the game. - Declare the winner. - Make comments on SS performance. - Ask SS: What do you think of the game? Transition: You may have different opinions or comments on a thing. In the speaking section today we'll practise giving comments. - Write on the board: **Unit 6 Speaking - Giving comments**	- To engage SS
II. Pre-reading	**1. Introducing Useful Language** - Elicit and introduce some useful expressions commonly used to express comments and opinions. These are some common expressions: **Useful Expressions** o Well, if you ask me ... o I (don't) think that ... o The (good / bad) point is ... o As I see it, ... o I'd like to point out that ... o In my opinion, … / In my view, … o My own opinion /view /feeling is that … o I believe / feel (that) … o I would think / say (that) …	- To provide language input for speaking activities later
	2. Listing changes or improvements (Task a, p.83) - Arrange SS to work in pairs. - Ask SS to make a list of the changes or improvements brought about by economic reforms. Suggested: • Employment • Education • Farming • Economy • Services • Production • Export • Standard of living • Health care • …	- To elicit ideas

III. While-reading	- Call on SS from different groups to list the areas of change. - Give feedback and comments.	
	Activity 1: Making exchanges (Task b, p. 83) - Ask SS to work in pairs and make comments on the things listed earlier. - Act out the example with a student. T: *What has been changed in employment?* S: *I think that more and better jobs are provided for local people.* - Move around to monitor and give help if needed. - Call on pairs to act out their exchanges. - Invite the class to give comments and opinions. - Give feedback and comments.	- To provide a meaningful activity where SS express their opinions freely and share ideas
	Activity 2: Talking about controversial issues - Divide SS into groups of 5 or 6. - Tell SS to discuss and give comments on some controversial issues in education. o Entrance exam to university / Omission of entrance exam o Sex education in schools o Hi-tech cell phones - Move around to monitor and give help with vocabulary where needed.	- To allow SS to share opinions on some issues
IV. Post-reading	- Call on SS to report about their groups ideas. - Encourage SS to argue and make comments on their classmates' opinions. - Give feedback and comments.	
	Writing: Sentence making - Tell SS to make a sentence to express their group's opinions on one of the questions discussed above. - Call on SS to read out their sentences and check with the class. - Invite class opinions and comments. - Give feedback and comments.	- For SS to put their ideas in the written form
	Language review - Tell SS to review the expressions used to give comments.	- Sth to do at home

Unit 6 Economic Reforms

Writing

Objectives: - By the end of the lesson, students are able to interpret information form graphs.
- By the end of the lesson, students are able to write a description of information in a graph.

Skills: - Writing: interpreting information from graphs

Teaching aids: - Cards, handouts

Stage	Procedure	Aims
I. Warm-up	**Game: 'Face to Face'** - Divide SS into two groups, A and B. - Tell SS you're going to name some categories. And the groups take turns to shout out words of the category. - The group to call out the last word of a category wins a point. - The group with more points wins the game. - Keep a running total of points for each group on the board. - Declare the winner. These are the categories and some suggested answers as examples: 1. Words for jobs or career 2. Powerful countries in the world 3. Nouns and verbs about economy 4. Verbs meaning becoming bigger or smaller in size or number 5. Adverbs expressing speed of change Some suggested answers: 1. teacher, doctor, engineer, worker, farmer, ... 2. the USA, Britain, Russia, China, France, Italy, … 3. reform, trade, sale, develop, crisis, recess, … 4. increase, rise, go up, decrease, fall, decline, …	- To create interest and lead in to the lesson

	5. fast, quickly, suddenly, sharply, dramatically, … Transition: Some of these words may be of help in the writing tasks today when we describe information fro graphs. Write on the board:	
II. Pre-writing	**Unit 6 Economic Reforms - Writing** **Matching graphs with descriptions** (Task a, p. 84) - Put SS into pairs. - Ask SS to look through the graphs (1 – 10) and match them with a suitable description (a – j). - Tell SS to compare answers in small groups. - Call on SS to give their answers and explanations for their choice. - Go over the answer with the class. (*See Teacher's Guide for answers*) - Check the meanings of the phrases. - Elicit and introduce more similar expressions. (For some more useful language, see **Appendix**)	- To provide some useful language in a visual way
III. While-writing	**Activity 1: Completing the descriptions** (Task b, p. 85) - Have SS study the graph about the sales of Viet Export Corp. - Ask SS to complete the description by filling in each space with the missing information. - Tell SS to choose suitable expressions in previous task. - Have SS compare answers with partners. - Call on SS to give answers and check with the class. - Remind SS they can use different expressions: verb + adverb; adj. + noun. (*See Teacher's Guide for answers*)	- To give some easy task and provide some sample
	Activity 2: Introducing an outline - Tell SS a description must say what the graph is about, and then mention significant points of change over the period as well as the overall trend. ***General Outline*** • A general statement (title, what the graph is about)	- To give SS a general format of the writing

	• Overall trend • Trends at different times or significant points of change • A comparison of different sets of information - Have SS work in pairs and write a general statement and a sentence to express the overall trend of the information in the graph in Task b above. - Call on SS to read or write their sentences on the board. - Invite the class to give corrections and comments. - Give feedback and comments. Suggested answers: 'The graph shows / represents the sales of Viet Export Corp over the year.' 'As can be seen, there was an upward trend in sales.'	
	Activity 3: Writing a description (Task c, p.85) - Ask SS to work in pairs and write a description of the information illustrated in the graph. - Go round to monitor and give help.	- To have SS practise writing them-selves
IV. Post-writing	**Peer Correction** - Tell SS to exchange their writings and answer the questions: 1. Does it say what the graph is about? 2. Does it include significant points of change? 3. Does it include the overall trend? - Give feedback and comments.	- For SS to correct and learn from one another
V. Home-work	**Language review** - Tell SS to review the phrases used to express change and speed of change.	- Sth to do at home

Unit 6 Economic Reforms

Language Focus

Objectives: - By the end of the lesson, students learn some common noun suffixes.
- By the end of the lesson, students are able to use prepositions after verbs.
- By the end of the lesson, students are able to use prepositions of time and place.

Skills: - Speaking: talking about own experiences

Teaching aids: - Cards, handouts

Stage	Procedure	Aims
I. Warm-up	**Game**: **Pelmanism** - Arrange SS to work in small groups. - Give each group a set of word cards, prefix and suffix cards. (**Appendix 1**) - Tell SS to shuffle the cards on the table, face down. - Tell SS to take turns to pick up two cards at a time. If the two parts on the cards match and make up a word, the student keeps the cards. Otherwise, put down the cards face down again and the next student continues. - Play continues until there is no card left on the table. - The student with the most cards wins the game. - Declare the winner. - Ask SS to pay attention to some words with prefixes: uncomfortable, insecure. - Ask SS what un- and in- are. (Expected: They are prefixes.) Transition: Yes, they are **prefixes** as they are added at the beginning of a word. And those added at the end of a word as in ***action, development*** are called **suffixes**. Today we will learn some noun suffixes. - Write on the board: **Unit 6 Language Focus**	- To create interest and introduce the language point
II. Word Study	**WORD STUDY** **Noun Suffixes** Suffixes are used to change the word-class or the meaning of the word.	- To

<table>
<tr>
<td></td>
<td>• -ment /mənt/, -(t)ion /ʃ(ə)n/ and -ation /ˈeɪʃn/ are used to make nouns from verbs.
<i>development, movement, action, education</i>
• -er /ə/ is used for the person who does an activity. –er can be used with a wide range of verbs to make them into nouns.
<i>worker, teacher, shopper</i>
Sometimes, the suffix is written as –or instead
<i>actor, sailor, operator</i>
-er / -or are also used for things which do a particular job.
<i>projector, pencil-sharpener</i></td>
<td>introduce some suffixes and their meanings</td>
</tr>
<tr>
<td></td>
<td><u>Activity 1</u>: Matching and combining (p. 86)
- Ask SS to look through the suffixes in column A and the verbs in column B.
- Tell SS to match and combine the verbs and the suffixes to make nouns.
- Tell SS to work with a partner and compare answers.
- Call on SS to read their newly-formed nouns and check with the class.
- Check with SS the meanings of these words.
<i>(See Teacher's Guide for answers)</i></td>
<td>- To provide some simple practice</td>
</tr>
<tr>
<td></td>
<td><u>Activity 2</u>: Gap-filling (Task b, p. 86)
- Ask SS to read the sentences and fill in the gaps with suitable words just formed in task a.
- Tell SS to work with a partner and compare answers.
- Call on SS to read their completed sentences.
- Invite the class to give comments or correction if necessary.
- Go over the answers with the class.
<i>(See Teacher's Guide for answers)</i></td>
<td>- For SS to know the meanings of the words in context</td>
</tr>
<tr>
<td></td>
<td><u>Activity 3</u>: Categorizing
- Ask SS to take out a piece of paper and draw 5 columns.
- Tell SS to write these 5 headings for the 5 columns.
<table>
<tr><th><i>-ment</i></th><th><i>-(t)ion</i></th><th><i>-ation</i></th><th><i>-er</i></th><th><i>-or</i></th></tr>
<tr><td>move
…</td><td></td><td></td><td></td><td></td></tr>
</table>
- Read a list of verbs, one after another.</td>
<td>- To provide more practice in an interesting</td>
</tr>
</table>

way

move
attract
form
smoke
modernize
visit
produce
excite
industrialize
detect
farm
compete
enjoy
pollute
agree

- Ask SS to listen and write the verbs in the correct columns according to the suffixes they can combine to form nouns.
- Call on SS to read the nouns they have in each column.
- Invite the class to give comments and corrections if any.
- Go over the answers with the class.

Expected answers:

-ment	*-(t)ion*	*-ation*	*-er*	*-or*
move	attract	form	smoke	visit
excite	produce	modernize	produce	detect
enjoy	compete	industrialize	farm	compete
agree	pollution			

III. Grammar

GRAMMAR:

1. Prepositions after verbs

- Some verbs are followed by a preposition:

V + prep.

Here are some common verbs:

agree with
worry about
approve of
apologize to sb for sth
apply for
complaint to sb about sth
listen to
ask for
deal with
rely on
decide on
...

*E.g.: - Ann is **waiting for** you outside.*

In questions, the preposition usually goes at the end of the sentence.

*E.g.: - What are you **looking for**?*

- Some verbs take an object before a preposition:

V + Obj. + prep.

- To introduce a grammar point

Here are some common verbs:

accuse sb of
congratulate sb on
protect sb/sth from
prevent sb/sth from

	add sth to borrow sth from blame sb for suspect sb of ask sb for compare sth with/to provide sb with tell sb about explain sth to … E.g.: - *They **accused** him **of** cheating at cards.* In the passive, the preposition comes after the verb. E.g.: - *He **was accused of** cheating.*	
	Activity 1: Matching verbs with prepositions (Task a, p.87) - Tell SS to match the verbs with a suitable preposition - Ask SS to work with a partner and compare answers. - Check the answers with the whole class. *(See Teacher's Guide for answers)*	- To provide some simple practice
	Activity 2: Gap-filling (Task b, p.87) - Put SS into pairs. - Ask SS to read the sentences and find a suitable verb and preposition in **Task a** to fill in each gap. - Call on SS to read their completed sentences. - Go over the answers with the class. *(See Teacher's Guide for answers)*	- To enable SS to the verb phrases in context
	Activity 3: Putting in a suitable preposition - Give out handouts. **(Appendix 2)** - Tell SS to read the sentences and put in a suitable preposition in each space to complete the sentences. - Ask SS to compare answers with a partner. - Call on SS to read their completed sentences and check with the class. Expected answers: 1. on 2. for 3. on 4. in 5. for 6. with 7. for 8. from	- To see if SS can use the correct verb phrase
	Prepositions of time and place - Divide the board into 2 or 4 parts. Write in each part **on, in**, and **at.** - Ask SS to work in 2 or 4 groups. Each group is given a set of cards with phrases on. Ask them to match the phrases with the correct prepositions. the garden November Saturday	- To present a new language point in a game-like activity

10 o'clock the market winter
Friday evening September 2nd

- The first group to finish and get the most correct matches wins the game.
- Tell SS to look at the board and check together.

Expected answers:

In: the garden, November, winter
On: Saturday, Friday evening, September 2nd
At: 10 o'clock, the market

- Elicits the rules for using **on, in**, and **at** with time and place.

Time:

in	year	in 2002
	month	in October
	season	in spring
	century	in the 21th century
	part of day	in the morning
	(a week or more)	in the summer term
on	day	on Monday
	date	on 25 September
	a single day	on Christmas day
	day + part of day	on Sunday afternoon
at	clock time	at nine o'clock
	meal time	at lunch (time)
	(two or three days)	at/on the weekend

Place: Some common uses

in	a town/country	in London
	a street (GB)	in Le Loi street
	a room/building (= inside)	in the kitchen
on	a floor	on the second floor
	a street (US)	on Fifth Avenue
	a river	on the Thames
at	a place on a journey	(stop) at London
	a house/an address	at 10 Le Loi street
	an event	at a party/ a meeting

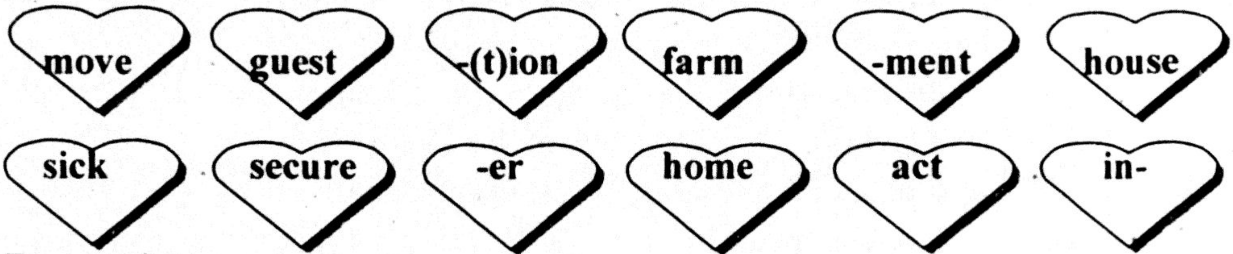
Some other prepositions of time:

Since (+ a point of time)
For (+ a duration of time)

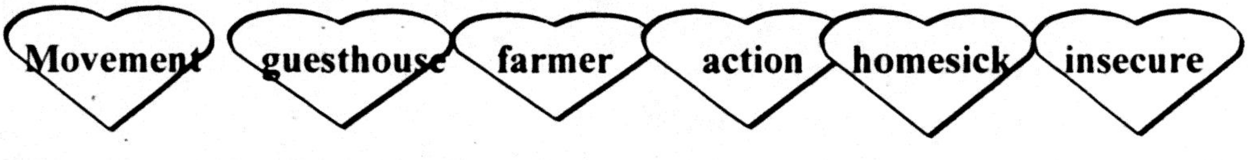
- To present how these prepositions are used with nouns showing time and place

	After / before / from … to … Some other prepositions of place: Under / over / above / between Behind / in front of / opposite / …	
	Activity 1: Gap-filling (p. 88) - Ask SS to read the sentences and choose a suitable preposition of time or place to fill in each blank. - Tell SS to pay attention to the noun phrases of time or place. - Call on SS to read out their completed sentences and check with the whole class. *(See Teacher's Guide for answers)*	- To provide more practice to see how well SS use the target language
	Activity 2: Error recognition - Give out handouts. (**Appendix 3**) - Tell SS to read the sentences and check the correct ones. For incorrect sentences, underline the mistakes and write the correct word in the space given. - Tell SS to compare answers with a partner. - Call on SS to give their answers and explanations. - Go over the answers with the class. Expected answers: *1. since → for 2. ✓ 3. in → at* *4. since → in 5. ✓ 6. for → since 7. in → at*	- To check SS' recognition of the language in use
IV. Homework	**Sentence making** - Tell SS to make 3 sentences about themselves, their habits, routines, or things around them, using prepositions of time and place.	- For SS to write about themselves

Appendix 1: Game - Pelmanism



Expected answers:



Appendix 2: Activity 3 – Putting in suitable prepositions

Complete each of the following sentences by putting in a suitable preposition. The first one has been done as an example.

0. What are you looking ___ *for*___ ?
1. Please concentrate __________ your work.
2. You should ask your parents __________ permission first.
3. You can't rely __________ weather forecast.
4. Do you believe __________ ghosts? I do.
5. Lots of people applied __________ the job.
6. Sorry, I can't agree __________ you.
7. We can't blame the boy __________ the damage.
8. The animals in this park are protected __________ poachers.

Unit 7 Youth

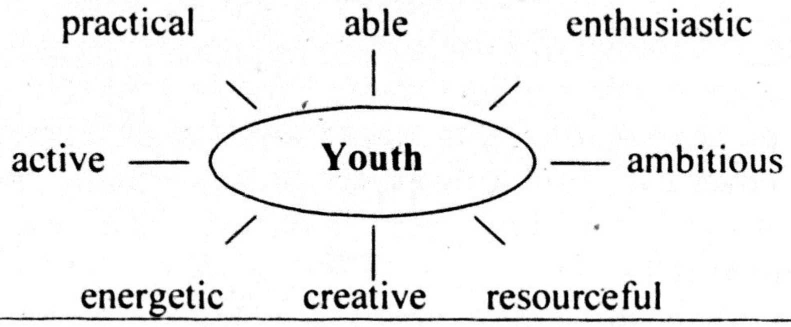
Reading Comprehension

Objectives:
- By the end of the lesson, students are able to read for specific information or details.
- By the end of the lesson, students develop the skill of guessing meaning of words from context.
- By the end of the lesson, students get better knowledge of youth activities and are better aware of their responsibility to the society.

Skills:
- Reading: scanning, reading for detail, guessing meaning from context; speaking

Teaching aids:
- handouts

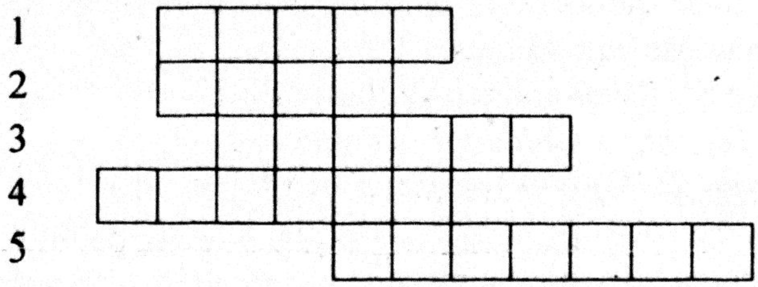
Stage	Procedure	Aims
I. Warm-up	**Game: Crossword Puzzle** - Prepare a poster of a crossword with 5 rows. (You can prepare a poster with all the words in their rows and cover each row with a piece of paper. When SS get it right, you just need to uncover that row.) **(Appendix 1)** - Ask SS to work in two groups, A and B.	- To engage SS in some interesting activity and to introduce

	- Tell SS to take turns to choose a numbered row. - Read the explanation for the word in that row, and the group tries to say what the word is. A correct answer wins the group 1 point. If it is wrong, the other group has the chance to say the word and scores the point. - After 3 rows have been revealed, the groups are allowed to guess the topic implied. If they get it right, they win 5 points. - If SS can't guess the topic, tell them to find it in the crossword. - The group that has more points will win the game. - Check SS' understanding of instructions and have them start the game. - Keep a running total of points for each group on the board. - Declare the winner. Transition: Unit 7 focuses on youth and their contribution to the society. - Write on the board: **Unit 7 Youth - Reading**	the topic
II. Pre-reading	**1. Name the activities in the pictures** (p. 89) - Put SS into small groups of four or five. - Tell SS to look at the pictures and name the activity in each picture. (*See Teacher's Guide for answers*) - Within groups, SS talk and share experience about these activities, whether they have participated in these activities and how they feel about them. - Choose SS to report the experiences of their groups to the class. - Give feedback and comments. **2. Brainstorming ideas** - Elicit from SS ideas on youth in general by giving adjectives to describe it. Some examples:  practical able enthusiastic active Youth ambitious energetic creative resourceful	- To give SS an idea what the text is about - To get SS to think and express themselves

	- Note down SS ideas in the web on the board. (above is just some examples)	
	3. Teaching vocabulary - Teach these words through synonyms or explanations. . guide /ɡaɪd/ (v.) = direct; show the way (to a place) (hướng dẫn, dẫn dắt) guide (n.) = person who shows others the way . asset/ˈæset/ (n.) = valuable or useful quality or skill (vốn quý; tài sản) . administer /ədˈmɪnɪstə(r)/ (v.) = manage; apply (điều hành; quản lý) . implement /ˈɪmplɪment/ (v.) = carry out (thực hiện) . bounds /baʊndz/ (n.) = limits (giới hạn)	- To expand SS' knowledge of vocab. connected with the topic 'education'
	- Read the words, one at a time, and get SS to listen and repeat. **4. Checking vocabulary: ROR** - Rub out the words, one or two at a time and ask SS to read out all the words again. Continue till all the words are rubbed out and SS can read out from memory.	- To practise pronuciation
III. While-reading	**Activity 1: Guessing the meaning of words from context** (Task a, p. 91) - Ask SS to read the words or phrases and then look through the text and find the words that mean the same. - Have SS work in pairs and compare answers. - Go over the answers with the class and check their Vietnamese equivalents. - Have SS listen and repeat these words. (*See Teacher's Guide for answers*)	- To develop SS' skill of guessing meaning of words from context
	Activity 2: Gap - Questions (Task b, p. 91) - Ask SS to work in pairs, read the text and complete the sentences with the missing information. - Tell SS to work in small groups and compare answers. - Call on SS to read their completed answers. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To develop SS' skill of reading for detail
	Activity 3: Questions and Answers (Task c, p. 92) - Ask SS to read the text and find the answers to the	- To

	questions. - Get SS to work with a partner, asking and answering the questions. - Call on some pairs to ask and answer the questions and check with the class. (*See Teacher's Guide for answers*)	provide some practice in scanning for specific information
IV. Post-reading	**Discussion** - Arrange SS to work in small groups. - Tell SS to discuss and share ideas on the following questions: 1. What volunteer programs or activities have you participated in? 2. What did you do? 3. What have you gained from these volunteer activities? 4. Will you join any social or charity activities this summer? What are they? - Choose SS to report their groups' opinions to the rest of the class. - Invite class opinions and comments. - Give feedback and comments.	- To integrate some speaking and allow SS to express themselves and share experience
V. Homework	**Vocabulary review** - Tell SS to read the text again and review the vocabulary learnt in the text.	- For SS to review the vocab.

Appendix 1: **Game – Crossword Puzzle**



Explanations:

1. The opposite of *old*
2. The opposite of *rich*
3. The hot season of the year
4. Far away from other communities
5. Giving money, food, and help to the needy

Expected answers:

1		**Y**	O	U	N	G					
2		P	**O**	O	R						
3			S	**U**	M	M	E	R			
4	R	E	M	O	**T**	E					
5					C	**H**	A	R	I	T	Y

Unit 7 Youth

Listening

Objectives:
- By the end of the lesson, students are able to listen for specific information.
- By the end of the lesson, students improve their skill of listening for detail.
- By the end of the lesson, students get some idea about youth rules and activities in the USA.

Skills:
- Listening: scanning, listening for detail; speaking

Teaching aids:
- CD, and CD player

Stage	Procedure	Aims
I. Warm-up and check up	**Game: Air words** - Write a list of some vocabulary learnt in the reading lesson on a piece of paper. - Divide SS into two groups, A and B. - Tell SS you are going to spell out some words in the air with your finger, and they have to say the words. - A correct word earns the group one point. - The group with more points is the winner. - Spell out the words in the air, one at a time, and ask SS to say the words. - Keep a running total of points for each group on the board. - Declare the winner.	- To check the vocab. just learnt in the previous lesson, to create interest, and to introduce the lesson

	These are some suggested words: civic guide address enhance asset charity implement bound conduct Transition: In the listening section today, we'll get to know about youth rules in the USA. - Write on the board: **Unit 7 Youth - Listening**	
II. Pre-listening	**Teaching Vocabulary** - Teach these words through explanation. . launch /lɔ:ntʃ/ (v.) = put sth into action; set going (phát động) . work force /wɜ:k fɔ:s/ (n.) = total number of workers employed or available for work (lực lượng lao động) . baby-sitter /ˈbeɪbɪ ˈsɪtə(r)/ (n.) = person who looks after a baby for a short time while the parents are out (người trông trẻ) . prohibit /prəˈhɪbɪt/ (sb from doing sth) (v.) = forbid sb from doing sth (ngăn cấm) . mining /ˈmaɪnɪŋ/ (n.) = process of getting coal, ... from mines (việc khai thác mỏ) . hazardous /ˈhæzədəs/ (adj.) = dangerous, risky (nguy hiểm) . retail /ˈri:teɪl/ (n.) >< wholesale (bán lẻ) (bán sỉ) - Read the words and have SS listen and repeat.	- To help SS with the under-stand of the listening text better - Some practice on pronunci-ation
III. While-listening	**Activity 1: Gap – questions** (Task b, p. 92) - Tell SS they are going to listen to a talk about Youth rules in the USA. - Ask SS to read through the sentences to have an idea what they need for the answers. - Play the CD and have SS listen to the recording and try to complete the sentences as they listen. - Call on SS to read their completed sentences. - Invite class opinions and comments. - Have SS listen to the recording again and check the answers.	- To train SS' skill of listening for details

	(See Teacher's Guide for answers)	
	Activity 2: Checking the work place (Task c, p. 92) - Have SS read through the question and options. - Play the recording again and have SS listen and check the places where a 14-year-old can work. - Have SS work in pairs and compare answers. - Call on SS to give answers and check with the class. - Play the CD again for SS to check. *(See Teacher's Guide for answers)*	- To provide practice on listening for specific information
	Activity 3: Checking the dangerous occupations (Task c, p. 93) - Tell SS to listen again and check the occupations that are dangerous for young workers. - Play the CD and ask SS to listen and check the right boxes. - Have SS compare answers in pairs. - Call on SS to give answers and check with the class. - Have SS listen to the recording again and check. *(See Teacher's Guide for answers)*	- To provide more practice on listening for specific information
IV. Post-listening	**Discussion** - Arrange SS to work in small groups. - Tell SS to discuss and share opinions on the following questions: 1. Is it common for Vietnamese teens to work during their summer vacations? 2. What kinds of job can they do/ do they often do to make money? 3. Besides money, what do you think teens get from these summer jobs? - Choose SS to present their groups' opinions to the rest of the class. - Invite class opinions and comments. - Give feedback and comments.	- To integrate some speaking and let SS express themselves
V. Homework	**Sentence making** - Ask SS to make a sentence about teenage workers in the USA based on the information in the listening text.	- Some practice in writing

Unit 7 Youth

Speaking

Objectives: - By the end of the lesson, students are able to express agreement and disagreement.
- By the end of the lesson, students improve their skill of expressing themselves.

Skills: - Speaking: expressing agreement and disagreement;

Teaching aids: - cards

Stage	Procedure	Aims
I. Warm-up	**Game: Amenities** (You may want to explain the meaning of 'amenity' to make sure SS understand the word and the game. 'Amenity' means the feature or facility that make a place easy and pleasant to live, such as library, theater, … (tiện nghi, tiện ích)) - Divide the class into groups of five or six. - Tell SS to brainstorm, in groups, some places where they can so the following things: listen to music, watch sport, do evening classes, keep fit, find out about history, look at art, read a book, see a film, have a cup of coffee, - Then, call on SS to present the ideas of their groups to the class. - Note down SS ideas on the board. - Ask SS if they agree with the list. - As a class, agree on a list of the ten most important amenities for making a town an enjoyable place to live. Transition: As you see, we may have different ideas on the same thing. How to express your agreement or disagreement in English? We'll practise this in the speaking section today. - Write on the board: **Unit 7 Speaking** **Expressing agreement and disagreement**	- To create interest, and to introduce the lesson

<table>
<tr>
<td>II. Pre-speaking</td>
<td>1. Introducing useful language
- Elicit and introduce some more common expressions of agreement and disagreement.

Useful Expressions
<i>Agreement</i>
• …
• That's a good idea.
• Yes, I think so.
• That's what I think.
• You're absolutely right.
• So do I. / I do, too.
• Neither do I. / I don't either.
<i>Disagreement</i>
• …
• I don't think that …
• That sounds interesting. But I think …
• I'm sorry, I can't agee with that.
• Well, that's true, but …
• You have a point, but …
• I really can't agree with you.

- Read the phrases and get SS to repeat.
2. Positive or Negative? Vocabulary introduction
- Ask SS to read the adjectives given in the box and then put them in the correct column under Positive or Negative.
- Call on SS to give their answers and check with the class.
- Then tell SS to add more adjectives describing the youth in each column.
Some suggested adjs.
<table>
<tr><th>Positive</th><th>Negative</th></tr>
<tr><td>active
resourceful
energetic
practical
bold / courageous
…</td><td>impulsive
impatient
…</td></tr>
</table>
- Have SS listen and repeat the words.</td>
<td>- To provide language input to facilitate speaking tasks later

- Practice on pronunciation

- To help SS understand the topic clearly and help them to express themselves better
- To make sure SS' pronounce the words correctly</td>
</tr>
</table>

III. While-speaking	**Activity 1: Agree or disagree?** (Task b, p. 94) - Put SS into groups of four or five. - Tell them to read the statements and discuss saying whether they agree or disagree with the opinions. - Tell SS to explain why. - Tell SS they can use the phrases and adjectives provided in the previous tasks to help. - Model the example with a student and have SS speak. - Go round to monitor and give help if necessary. - Choose SS to present their groups' ideas to the rest of the class. - Encourage SS to argue and express their opinions. - Give feedback and comments.	- To allow SS to express their opinions and practise the target language
	Activity 2: What could you do …? (Task c, p. 94) - Have SS work in small groups. - Tell SS to discuss and share ideas on what to do to improve their city or hometown. e.g. *the face of the city* *people's life* *economic development* *city traffic / social evils* … - Go round to monitor and give help with vocabulary. - Choose SS to present the opinions of their groups to the rest of the class. - Invite the class to express their agreement or disagreement and give explanations. - Give feedback and comments.	- To provide more free practice
IV. Post-speaking	**Listening** (Handouts) - Tell SS they are going to listen to two people giving their opinions about current issues. - Give out handouts and tell SS, as they listen, to complete the chart with the people's opinions and the reasons or explanations. **(Appendix)** - Have SS compare answers with partners. - Read the dialogue again and let SS check their	- To integrate some listening and to allow SS to recognize the

	answers. - Go over the answers with the class. Expected answers: P_1 : agree – cruel, unnecessary P_2 : disagree – advances in medical research depend on animal research; can't do such research on humans	language used
V. Home-work	**Language review** - Tell SS to review the useful language used to express agreement and disagreement.	- To review language

Appendix: Listening

Listen and write 'agree' or 'disagree' and the reasons given.

Issue	Opinion	Reason
Banning all research using animals	P_1 ________	- ____________________
	P_2 ________	- ____________________

Listening scripts:

A: Some students are planning to hold a protest march downtown.

B: What are they protesting about?

A: I think they are trying to get the university to ban all research using animal subjects.

B: Oh, yeah. I definitely support them. I hate to think of chimpanzees and other animals being used for research. It's so cruel, and it's unnecessary as well.

A: Well, I don't think it's quite as simple as that. The fact is that a lot of advances in medical research on diseases depend on animal research. You simply can't do that kind of research on humans.

Unit 7 Youth

Writing

Objectives:
- By the end of the lesson, students know how to write an agenda.
- By the end of the lesson, students become more confident writing in English.

Skills:
- Writing: writing an agenda

Teaching aids:
- handouts, cards

Stage	Procedure	Aims
I. Warm-up	**Game****: Homophone game** - Prepare 4 sets of word cards. (**Appendix**) - Divide the class into four groups A, B, C and D. - Explain what a homophone is. (Homophone is a word pronounced like another word but with a different meaning or spelling, e.g. *no* and *know*.) - Give each group a set of word cards and ask SS to spread them out on the table in front of them. - Write in large letters on the board these words: red dear week right wait hair bear piece blue allowed male pear - Read out one (any) of the following sentences (**Appendix**). In response to the riddle, members from the four groups scan the cards on their table and try to be the first to group to shout out the correct answer. - Repeat this process for all the words on the cards. - A correct answer wins the group one point. - The group that score the most points overall is the winner of the game. - Give an example: NO → KNOW The riddle is something like: '*If you add a first and last letter, you get a clever verb.*' - Keep a running total of points for each group on the board. - Declare the winner. Expected answers: red → read; dear → deer; week → weak; right → write; wait → weight; hair → hare; bear → bare; piece → peace; allowed → aloud; blue → blew; male → mail; pear → pair - Ask SS to find words from the lists that can go together in an expression (e.g. *bare feet*). Expected: red hair, read aloud, a piece of mail, write mail Transition: Today we'll practise writing, not mail, but	- To create interest, and to introduce the lesson

	an 'a gender' (write on the board 'a gender' and ask SS to give the homophone implied). → agenda - Write on the board: **Unit 7 Writing an Agenda**	
II. Pre-writing	**Completing the agenda** (Task a, p. 94) - Tell SS they are going to have a meeting next month to discuss how to keep the class fund safe and find more ways to raise fund. - Have SS work in pairs and complete the agenda with the suggested details given in the box. - Call on SS to read or write the agenda on the board so that the class can read and check together. - Invite class opinions and comments. - Give feedback and comments. (*See Teacher's Guide for answers*) - Ask SS what should be included in an agenda then: **Agenda** Date Venue Purpose Points to be discussed	- For SS to have an idea what an agenda is like; to provide a sample
III. While-writing	**Writing an agenda** - Tell SS to work in small groups. - Have SS choose a topic from the list, discuss what to bring up for discussion at the meeting, and write an agenda for the meeting. - Tell SS to refer to Task a for a sample or format. - Go round to monitor and give help where needed.	- To get SS to practise writing an agenda them-selves
IV. Post-writing	**Peer Correction** - Have the groups swap their agendas. - Tell SS to read the agenda and answer the following questions: 1. Does it include the date, venue and purpose? 2. Does it mention the points to be discussed? 3. Are the points relevant to the content of the meeting? - Choose three students from different groups that	- For SS to share and learn from each other - To give some sugges-

	worked on different programs (if possible) to write their agendas on the board for the class to read and correct together. - Ask SS to suggest correction and improvement. - Give feedback and comments.	tions for assessing the writing
V. Home-work	**Writing** - Tell SS to write an agenda for a different meeting in the list.	- More practice at home

Appendix: Homophone game

Word cards:

read	**deer**	**weak**	**write**
weight	**hare**	**bare**	**peace**
aloud	**blew**	**mail**	**pair**

Suggested sentences as riddles:

1. If you change a letter in the middle, you get a physical adjective.
2. Omit one letter and add a last letter, and you'll get a past verb to do with air or wind.
3. If you omit a middle letter and add a last letter, you get a very fast animal.
4. If you omit two letters in the middle and add a first and last letter, you get a creative verb.
5. If you change a letter in the middle, you get nice and gentle animal.
6. Change the second letter, and add two letters in the middle, and you'll get something heavy.
7. If you omit a last letter and add a middle letter, you get something sent by post.
8. If you omit a letter and add another letter, you get something the world is fighting for.
9. If you omit the second letter and add a middle letter, you get two together.
10. If you add a letter in the middle, you get a past verb to do with books, newspapers, etc.
11. Move the second letter to the end, and you'll get an 'empty' adjective.
12. Omit two letters and change one letter, and you'll hear it.

Unit 7 Youth

Language Focus

Objectives: - By the end of the lesson, students are able to use compound adjectives with *Adj. + Noun.*
- By the end of the lesson, students are able to use articles correctly.

Skills: - Language use; writing

Teaching aids: - handouts;

Stage	Procedure	Aims
I. Warm-up	**Game: Silly mimes** - Have SS work in two groups, A and B. - Ask for one student to the front of the class to do the miming. - Tell SS to look at their friend's mimes and say the actions, e.g. *doing the dishes.* - The first group to shout out the action scores one point. - The group that scores more points is the winner. - Show the student these phrases, one at a time, for him to mime and let SS start the game. drinking tea, driving a car, washing my hair, putting on make-up, using a computer, waiting for a bus, eating a hamburger (/ a sandwich), looking (at the sky) without telescopes (/with the naked eye)	- To create interest, and to introduce the lesson
	- Keep a running total of points for each group on the board. - Declare the winner. - Ask SS: Where do you get a hamburger/ sandwich? (Expected: at a (fast-food) restaurant / food counter) (in case SS don't mention 'fast-food', ask: Why do people eat hamburgers or sandwiches?	- To engage SS and elicit the language point

	(Expected: because they are convenient, and fast) - Yes, because they are fast. That's why they are called fast food. And such restaurants are called fast-food restaurants. - Ask SS: Fast-food is a noun? Adjective? Or verb? Expected: adjective Transition: Yes, it's an adjective. But as it is made up of two words, it is called ___? (compound adj.). Part of our lesson today focuses on this kind of compound adjectives. - Write on the board: **Unit 7 Youth – Language focus**	
II. Word study	**WORD STUDY** **Compound Adjective:** **Adj. + noun** - Ask SS: What part of speech is 'fast'? (adj.) and 'food'? (noun) - Tell SS: Today we will learn one kind of compound adjective formed by: *adj.* + *noun* o A compound adjective is an adjective which is made up of two parts and is usually written with a hyphen. Its meaning is often clear from the words it combines. Here are some common compound adjectives of this kind: long-distance best-selling fast-food part-time first-class …	- To introduce the language point
	Activity 1: Matching to form adjective compounds (p. 96) - Tell SS to match an adjective in column A with a suitable noun in column B to form an adjective compound. - Have SS work in pairs and compare answers. - Call on SS to read the newly-formed compound adjectives. - Check the answers with the class. (*See Teacher's Guide for answers*) - Check to see if SS know the meanings of these	- To give SS some controlled practice - To make sure SS know the meanings of the compounds

	compounds. **Activity 2**: **Gap-filling** (p. 96) - Tell SS to read the sentences and fill in each space with a suitable compound adjective in the previous task. - Have SS work in pairs and compare answers. - Call SS to read out their completed sentences and check the answers with the class. *(See Teacher's Guide for answers)*	- To provide practice on the language in context
	Activity 3: **Putting in a correct noun** (Handouts) - Pair off SS and give out handouts. (**Appendix 1**) - Get SS to read the sentences and put in a suitable noun to make a correct compound adjective in each sentence. - Have SS compare answers in small groups. - Choose SS to read out their sentences and check the answers with the class. Expected answers: 1. –distance 2. –hand 3. –class 4. –born 5. –term	- To challenge SS with some other common compound adj.
III. Grammar	**Articles**: ***a / an*** **and** ***the*** These are some rules for the indefinite articles ***a*** and ***an***, and the definite article ***the***: + **We use the indefinite articles *a / an***: o to talk about something for the first time: - *John has just bought **a camera**. **The camera** doesn't need film and it gives sharp pictures.* o with jobs: I'm a teacher. o with certain expressions of quantity: a few words + **We use the definite article *the***: o to talk about something again: - *John has just bought **a camera**. **The camera** doesn't need film and it gives sharp pictures.* o to refer to something specific: - ***The technology** used in today's computers is very different from **the technology** used in the first computers.* o when there is only one (unique nouns): *the earth,*	- To provide SS with the form and use of the grammar point

	the moon, the world, the sun, the universe, the president. (**Exception:** on earth) - *Love makes **the world** go round.* o with certain places and place names: *The Alps, The West, The USA, The Pacific Ocean, ...* o to make a general statement using a singular noun: - ***The elephant** is the biggest land animal.* o with superlatives (*best, most difficult, ...*) and with the sequence markers (*first, next, ...*). - *Jane is **the tallest** in the family.* - *The captain is **the last person** to leave the ship.* o with nouns modified by a phrase (the + N + of) or a relative clause: - *Most learners are aware of **the importance of English**.* - ***The man who showed me the way** is very kind.* + **We don't use an article**: o with plural nouns and uncountable nouns when we talk about things in general: - ***Elephants** are the biggest land animal.* - *We rely too much on **technology** these days.* o with certain expressions: at home, at work, in bed, by car, by chance, ... o with meals, languages, most countries and most towns: - *I have already had lunch.* - *He lives in London.*	- To provide practice on the language point
	Activity 1: Filling in each space with a suitable article (p. 97) - Tell SS to read through the sentences and fill in each gap with a suitable article if necessary. - Have SS compare answers with their partners. - Choose SS to read out their completed sentences and check with the class. - Get SS to give explanations for their choice. *(See Teacher's Guide for answers)*	- To provide more practice and

	Activity 2: Error Recognition (Handouts) - Put SS into pairs. - Give out handouts with sentences; some are correct and some are incorrect. (**Appendix 2**) - Ask SS to read the sentences, check (✓) the sentences that are correct, and cross out the article that is not correct and provide the correct word, or add an article where needed. - Tell SS to compare answers in small groups. - Call on SS to give answers and check with the class. Expected answers: 1. the dinner → dinner 2. ✓ 3. the earthquake → an earthquake 4. the quality 5. a first → the first 6. ✓ 7. An artist → The artist **Activity 3: Sentence building** (Handouts) - Deliver handouts. (**Appendix 3**) - Tell SS to read the prompts given and try to make meaningful sentences from these words. - When they have finished, get SS to exchange handouts and check together. - Choose SS to read out their sentences and check with the class for corrections. - Give feedback and comments. Expected answers: 1. An apple a day keeps the doctor away. 2. The sun shone all day, and we had a great time. 3. Last night Joe wanted to see a film, so we went to the cinema. 4. My friend thinks coffee is the best drink in the world. 5. They went out for a meal at the restaurant where we had dinner last week.	check SS' recognition - To practice the language point in a writing task
IV. Homework	**Language review** - Tell SS to review the use of the definite and indefinite articles in English.	- For SS to review the lesson

Appendix 1: Activity 3 - Putting in a correct noun

Put in a noun to make a correct compound adjective in each sentence.

1. They hired a car and make a long-_______ journey to the countryside.
2. Mike is keen on new things; he rarely buys anything second-_______ .
3. I've never flown with a first-_______ ticket. It's expensive.
4. Are you the first-_______ child in the family?
5. What are your short-_______ plans? Making a tour of the country?

Appendix 2: Activity 2 - Error Recognition

Check (✓) the correct sentences, and correct those that are incorrect by crossing out the incorrect article and giving the correct one, or by adding an aricle where necessary.

1. We had the dinner at six.
2. Internet shopping is becoming more and more popular.
3. There was the earthquake taking place in Japan last night.
4. Not everyone believe that science and technology has improved quality of people's lives.
5. Who is a first person to set foot on the moon?
6. We shouldn't pollute the environment.
7. An artist who painted this picture is a famous doctor.

Appendix 3: Activity 3 - Sentence building

Make meaningful sentences using the sets of words given.

1. apple / day / keep / doctor away.

   ____

2. sun shine / all day, and we have / great time.

   ____

3. last night / Joe want / see / film, so we go / cinema.

   ____

4. My friend / think / coffee be / best drink / in / world.

   ____

5. They go out for / meal / restaurant where / we have dinner / last week.

   ____

Unit 8 Future Life

Reading Comprehension

Objectives:
- By the end of the lesson, students are able to read for specific information or details.
- By the end of the lesson, students are able to read for gist or general information.
- By the end of the lesson, students develop the skill of guessing meaning of words from context.
- By the end of the lesson, students get some idea what future life will be like.

Skills:
- Reading: scanning, skimming, guessing meanings from context; speaking

Teaching aids:
- handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Guessing game** - Divide SS into two groups, A and B. - Prepare a box with a crystal ball (or something similar) inside. - Tell SS you have something in the box (or you're thinking of something if you don't have a crystal ball), and they have to make questions to find out what it is. - Give SS prompts to make questions about: shape color material size popularity purpose/use ... shape: It's round / a sphere. color: It's colorless; no color, it's transparent. material: It's made of crystal. size: It's not very big. (You can use your hand to demonstrate the size.) popularity: It's not popular with many people./ It is owned by only a few certain people. Purpose/use: It is used to see into the future. ...	- To engage SS in some interesting activity and to introduce the topic

	- Remind SS to notice the information given in response to the questions and try to guess what the object is. - The first group to shout out what the object is the winner of the game. - Then ask SS: Who does a crystal ball often belong to? (Expected: a fortune-teller) What does s/he do with it? (Suggested: To see someone's future / to see what will happen to someone in the future.) Transition: That's right. Now we've got a crystal ball. Let's see together what we will study in Unit 8. (Expected: Future life) Yes, and let's look in the ball to see what life will be like in the future. - Write on the board: **Unit 8 Future Life - Reading**	- To challenge SS with some personal experience
II. Pre-reading	**1. Matching pictures with captions** (p. 98) - Put SS into small groups of four or five. - Tell SS to study the pictures and match them with the suitable captions. - Call on SS to give answers and check with the class. (*See Teacher's Guide for answers*)	- To get SS involved in the lesson
	- Within groups, SS tell their partners which kind of 'classroom' they prefer. - Choose SS to report the opinions of their groups to the class. - Give feedback and comments.	- To get SS to express themselves
	2. Teaching vocabulary - Teach these words through elicitation or explanations. . propose /prəˈpəʊz/ (v.) = suggest marriage to sb (ngỏ lời, cầu hôn) proposal (n.) . kneel /ni:l/ (v.) = go down on both knees (quỳ gối) . disturb /dɪˈstɜ:b/ (v.) = break the rest, concentration or calm of sb/sth (làm phiền, quấy rầy) disturbance (n.)	- To expand SS' knowledge of vocab. connected with the topic

	- crisis /ˈkraɪsɪs/ (n.) = time of great difficulty (khủng hoảng) - stable /ˈsteɪbl/ (adj.) = not likely to change, firmly established (ổn định, bền vững) - Read the words, one at a time, and get SS to listen and repeat.	- To practise pronunciation
	3. Checking vocabulary: ROR - Rub out the words, one or two at a time, and ask SS to call out the whole list from memory. Continue till all the words are rubbed out and SS can remember them all. (***More practice on vocabulary is given in 'Homework'***.)	- To see if SS can remember the words
III. While-reading	**Activity 1: Matching headings with paragraphs** (Task a, p.100) - Get SS to read through the subheadings (1 - 5). - Have SS skim the text and match the subheadings to the paragraphs. - Call on some SS to speak out the answers. - Invite the class to give opinions. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To develop SS' skill of reading for gist or general information
	Activity 2: Guessing the meaning of words from context (Task b, p. 100) - Ask SS to read the words or phrases and then look through the text and find the words that mean the same. - Have SS work in pairs and compare answers. - Go over the answers with the class and check their Vietnamese equivalents. - Have SS listen and repeat these words. (*See Teacher's Guide for answers*)	- To develop SS' skill of guessing meaning of words from context
	Activity 3: Questions and Answers (Task c, p. 100) - Ask SS to read the text and find the answers to the questions. - Get SS to work with a partner, asking and answering the questions. - Call on some pairs to ask and answer the questions	- To provide some practice in scanning for

	and check with the class. (*See Teacher's Guide for answers*)	specific information
IV. Post-reading	**Discussion** - Divide SS into small groups of five or six. - Tell SS to discuss and share ideas on the following questions: Do you like to study in the modern, environment-friendly school mentioned in the text? Give reasons for your choice. - Choose SS to report the opinions of their groups to the rest of the class. - Invite class opinions and comments. - Give feedback and comments.	- To allow SS to express themselves and share ideas
V. Homework	**Vocabulary review** (Handouts) - Give out handouts with gapped sentences and tell SS to complete each sentence with a suitable word learnt in the text. **(Appendix)** Expected answers: 1. disturb 2. stable 3. propose 4. pursue 5. cute 6. crisis 7. cohabit 8. environment-friendly	- For SS to review the vocab.

Appendix: Homework – Vocabulary review

Complete each sentence with a correct form of a word learnt in the reading text.

1. Your father's doing yoga. Don't ___________ him, boy.
2. My friend prefers a ___________ job to a well-paid one.
3. He had planned to ___________ to her but when they met he didn't know how to start.
4. Many women find it difficult to ___________ their careers after getting married and having children.
5. It's a custom in my hometown to say a baby is 'ugly' or 'hateful' when you mean they are 'lovely' or '___________'.
6. The company underwent a financial ___________ and nearly went bankrupt.
7. Many young people decide to ___________ before marriage despite their parents disapproval.
8. Japan has produced a car that uses an ___________ energy, water.

Unit 8 Future Life

Listening

Objectives:
- By the end of the lesson, students are able to listen for specific information.
- By the end of the lesson, students improve their skill of listening for detail.
- By the end of the lesson, students develop their imagination ability.

Skills: - Listening: scanning, listening for detail; speaking

Teaching aids: - CD, CD player; cards

Stage	Procedure	Aims
I. Warm-up	**Game: Crystal balls** - Divide the class into two groups: fortune tellers and fortune hunters. - Copy enough hunter cards for the fortune hunters and enough crystal balls for the fortune tellers, making sure that there is an appropriate crystal ball for every hunter. (**Appendix**) - Seat the fortune tellers behind desks in different parts of the room, and give them each a crystal ball. - Give the fortune hunters each a hunter card. Allow them some time to read the card and ask you about any problems. - Ask the fortune hunters to give back their cards and ask the fortune tellers to turn theirs over so that they can gaze into the crystal ball. - Then ask the fortune hunters to visit the fortune tellers and ask about their future, until they find a fortune teller who will give them the news they want to hear. - Call on some SS to tell the class what they wanted to know about their future and what the fortune teller told him/her, and if s/he is happy with it. Transition: Do you want to know what life will be like in the future? Let's listen to a talk given by a	- To review the language of prediction, to create interest, and to introduce the lesson

	futurologist. - Write on the board: **Unit 8 Future Life - Listening**	
II. Pre-listening	**1. Talking about the picture** (Task a, p. 101) - Tell SS to look at the picture in the book and answer the questions. - Call on SS to give their answers and ask them to guess what it is. (*See Teacher's Guide for answers*)	- To give SS an idea what to expect in the listening text
	2. Teaching Vocabulary - Teach these words through explanation. . interrupt /ɪntəˈrʌpt/ (v.) = làm gián đoạn, ngắt quãng . burglary /ˈbɜ:glərɪ/ (n.) = vụ đột nhập . battery /ˈbætərɪ/ (n.) = pin, ắc quy . replace /rɪˈpleɪs/ (sth with sth) (v.) = thay thế . counter /ˈkaʊntə(r)/ (n.) = quầy - Read the words and have SS listen and repeat.	- To help SS with the under-stand of the listening - Some practice on pronunci-ation
III. While-listening	**Activity 1**: **Gap – questions** (Task b, p. 101) - Tell SS they are going to listen to a futurologist talking about people's life in the future. - Ask SS to read through the information to have an idea what they need for the answers. - Play the CD and have SS listen to the recording and try to complete the chart with the missing information as they listen. - Call on SS to give their answers. - Invite class opinions and comments. - Have SS listen to the recording again and check the answers. *(See Teacher's Guide for answers)*	- To train SS' skill of listening for details
	Activity 2: **Questions and Answers** (Task c, p. 101) - Have SS read through the questions and decide which information they need to look for. - Have SS listen to the recording again and answer the questions	- To provide practice on listening

	- Assign SS to write the answers on the board. - Invite class opinions. - Have SS listen again and check the answers. *(See Teacher's Guide for answers)*	for specific information
IV. Post-listening	**Discussion** - Put SS into small groups. - Tell SS to work in their groups and make predictions for 40 years from now. - Tell SS they can talk about these aspects: • world population • means of transport • young people's fashion • housing and accommodation • recreation and entertainment • health and health care • ... - Go round to monitor and give help where necessary. - Choose SS to present their groups' opinions to the rest of the class. - Invite class opinions and comments. - Give feedback and comments.	- To integrate some speaking and let SS express themselves - To challenge SS to imagine
V. Home-work	**Vocabulary review** - Ask SS to review the vocabulary learnt in the lesson.	- Sth to do at home

Appendix: Game – Crystal balls

Hunter cards

You want some good news about money matters.

You want some good news about your future family.

You want some exciting news about travel.

You want an interesting career.

You want to be famous.

You want good news about your health.

Crystal balls

You are a specialist in **money matters**. Predict a good financial future for everyone you meet. If they ask you about other things, say that the ball is cloudy and you can't see.

Prompts: - win the lottery, make great profits from business, own a luxury house cars, …

You are a specialist in **family life**. Predict a happy family life and nice children for everyone you meet. If they ask you about other things, say that the ball is cloudy and you can't see.

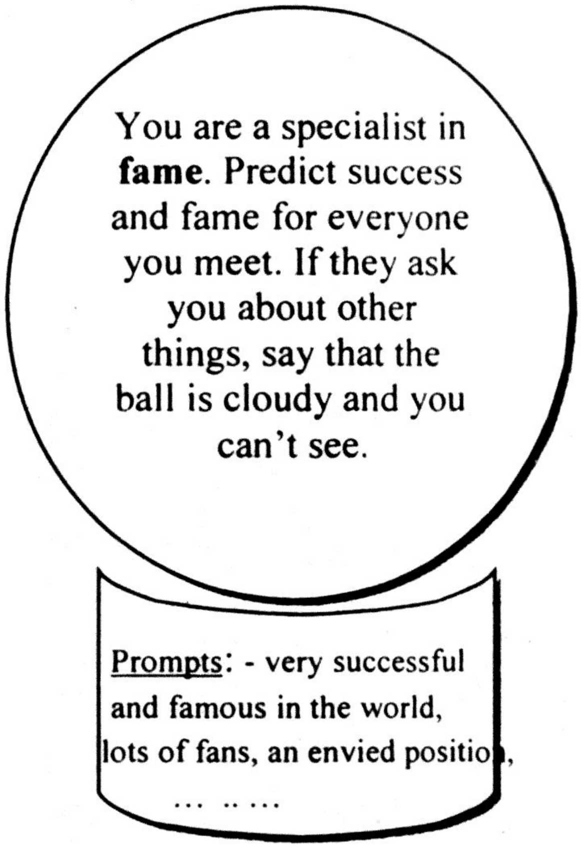
Prompts: - understanding and loving husband/wife, obedient and clever children, materially plentiful life …

You are a specialist in **travel**. Predict interesting travel experiences for everyone you meet. If they ask you about other things, say that the ball is cloudy and you can't see.

Prompts: - world travel/ space travel, a long-distance journey with the one you love …

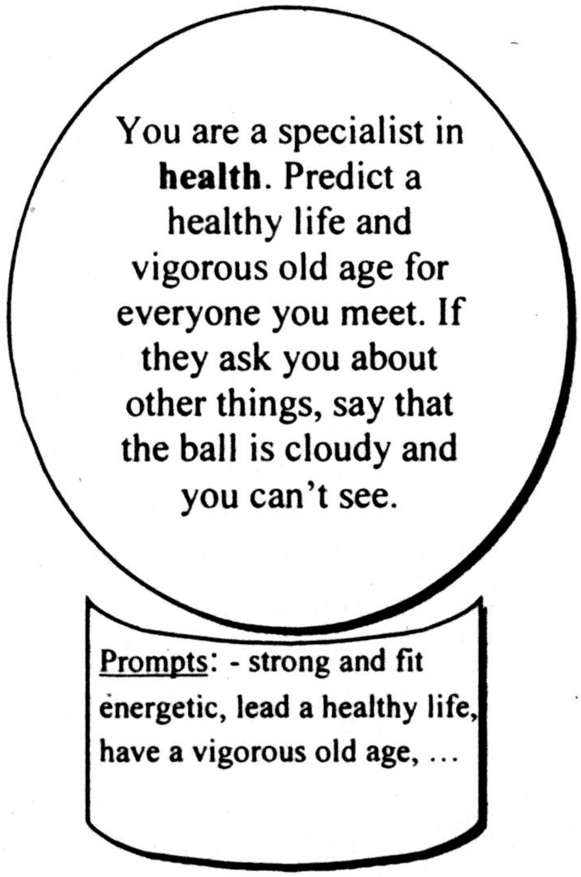
You are a **career** specialist. Predict an interesting/succesful career for everyone you meet. If they ask you about other things, say that the ball is cloudy and you can't see.

Prompts: - a well-paid job, an envied high position, own chains of restaurants nation-wide, get promoted often, ..



You are a specialist in **fame**. Predict success and fame for everyone you meet. If they ask you about other things, say that the ball is cloudy and you can't see.

Prompts: - very successful and famous in the world, lots of fans, an envied positio, … .. …



You are a specialist in **health**. Predict a healthy life and vigorous old age for everyone you meet. If they ask you about other things, say that the ball is cloudy and you can't see.

Prompts: - strong and fit energetic, lead a healthy life, have a vigorous old age, …

Unit 8 Future Life

Speaking

Objectives: - By the end of the lesson, students know how to interrupt politely and how to return to the topic.
- By the end of the lesson, students improve their skill of expressing themselves.

Skills: - Speaking: interrupting and returning to the topic;

Teaching aids: - Handouts

Stage	Procedure	Aims
I. Warm-up	**Game: One day …** - Have SS count from one to 14; start with one again and continue … - Arrange SS of the same number to form one group. So you have 14 groups. - Tell SS you're a futurologist and you're going to dictate one prediction about the future to each group,	- To create interest, and to introduce the lesson

	and SS take down their prediction. **(Appendix)** - Then put SS numbered from 1 to 14 to form one group. If you have an odd number SS, assign some to work in pairs under the same number. (You may have 3 groups all together.) - Tell SS to work in groups and collect the other students' opinions on their prediction. - Then, ask SS, elicit the results and write them on the board. - Ask SS to read the predictions together and ask if they can understand all the statements. If there is something they are not sure of, ask SS what they should do then. (Expected: ask / make questions) Transition: Yes, in that case, we will stop them to ask for clarification. And in today's speaking section, we'll practise interrupting politely in natural speech and returning to the topic. - Write on the board: **Unit 8 Speaking** **Interrupting politely**	
II. Pre-speaking	Expected answers: 1. Mary was talking about the life we will be living 40 years from now. 2. Peter interrupted her to ask for clarification.	- To provide SS with an example of the point
	2. Introducing useful language - Elicit and introduce some common expressions used to interrupt somebody politely for clarification and to go back to the topic. **Useful Expressions** ***Interruping politely*** • Sorry to interrupt, but … • Excuse me for interrupting, but … • Can I say something here? • Can I add something? • Can I ask a question? • May I ask something? • Sorry, what do you mean by …? • …	- To provide language input to facilitate speaking tasks later - To make

	Returning to the topic ◦ Anyway … ◦ Let's get back to what I was saying … ◦ Where was I? Well, … ◦ Well, back to what I was saying … ◦ … - Read the phrases and get SS to repeat.	sure SS pronounce the phrases correctly
III. While-speaking	**Activity 1: Role-play** (Task b, p. 103) - Put SS into pairs, a futurologist and a student. - Tell SS to read the information for their role and prepare for the task as required. - You may want to provide the futurologists with some prompts to help them with their presentation. 1. Our modern house in the future • *with a control room (an electronic center where every equipment is connected with a computer…)* • *robot cleaners (to tidy the house)* • *moveable walls (to allow rooms any size you like)* • *soundproof walls (not disturbed by noisy neighbors)* • … 2. Advantages and disadvantages of e-books Advantages: • *Select the book you want (just with a push on a botton)* • *Contain lots of books (not have to carry a pile)* • *Find information needed very quickly (just with a push)* • … Disadvantages: • *Depend on power or battery* • *More expensive* • *May risk malfunction* • *Impair our eyes*	- To allow SS to practise speaking and practise the point - To encourage SS to use their imagination - To help SS with some ideas to talk about and to facilitate the task

	3. Young people's fashion in the future • *clothes with prints that glow in the dark* • *clothes of elastic fiber (to fit people of all sizes and allow you to move easily)* • … - Move round to monitor and give help. - Get SS to role-play in pairs. - Choose a pair or two to role-play in front of the class. - Invite class opinions and comments. - Give feedback and comments.	
	Activity 2: Presentations on topics of interest - Tell SS to choose a topic of their interest and prepare a two-minute talk on it. - Then have SS work in small groups and take turns to present their talks, and the others will make polite interruptions for clarification or explanation. - Go round to monitor and jot down SS errors for correction later. - Choose a student to present his talk to the rest of the class. - Invite the class to interrupt for clarification or explanation if any. - Give feedback and comments.	- To personalize the activity and make it more interesting
IV. Post-speaking	**Writing** - Tell SS to write a sentence or two about one of the things futurologists say about the future as given in the game, or in Activity 1 (Roe-play), and state whether they agree or disagree with it. Their sentence should begin with: *'It is predicted that ...'* - Give an example: *'It is predicted that English will be the only language in the world, but I think this is impossible as all the nations want to keep their identity. English, therefore, will be the internationally official language, but not the only one.'*	- To integrate some writing and to allow SS to express their opinions concerning future predictions

	- Have SS work in groups, exchange their sentences and share ideas. - Choose some SS to read out their sentences to the class. - Invite the class to give opinions and comments. - Give feedback and comments.	

Appendix: Game – One day ...

The predictions for the dictation:

1. Computers will take over the world.
2. Time travel will be possible.
3. We will find life in other solar systems.
4. Babies will be genetically modified.
5. Unintelligent clones will do all the hard work.
6. Disease will be eliminated.
7. People will live on Mars.
8. A comet will wipe out life on Earth.
9. We will learn how to travel at the speed of light.
10. English will be the only language in the world.
11. There will be no more war.
12. Everyone will live to be 200.
13. The environment will be destroyed.
14. Everybody will be dark skinned.

Unit 8 Future Life

Writing

Objectives:
- By the end of the lesson, students improve their skill of writing a paragraph in English.
- By the end of the lesson, students are able to write about life in the future.

Skills:
- Writing: writing a paragraph about future life

Teaching aids:
- handouts

Stage	Procedure	Aims
I. Warm-up	**Chit chat** - Ask SS: Do you want to know your future in advance? (Students' answers) Do you often find a fortune teller for information about your future? (Students' answers) Did things happen to you as predicted? (Students' answers) - Ask SS: In the previous lesson, a futurologist made some predictions about life in the future. Do you remember any of his predictions? (Students' answers) - Ask: What did he say about the environment? Expected: (He said) The environment will be destroyed. - Ask: Will it? (SS answers may vary: Yes. / No. / It depends.) - Say: It depends. Depends on what? (Students' answers) - Say: Yeah, it depends on our sense of responsibility, on our awareness of its importance, and on our actions. - Ask: Do you want to protect it? What should you do to protect the environment? Do you know? (Students' answers) (just elicit some ideas) - Say: Good! So share your ideas with people around the world. Just write an essay to the Contest 'Friends of the Earth'. Transition: Today I'll give you time to do this. But first let's consider the requirements of the contest and the prize you may get if you win. - Write on the board: **Unit 8 Writing a paragraph about future life**	- To engage SS, allow them to share experience, to create interest, and to introduce the lesson
II. Pre-writing	**1. About the writing contest** (Task a, p. 104) - Tell SS to read the contest guidelines and the essay on the topic 'Friends of the Earth'. - Have SS answer the questions about the contest and the essay. - Call on SS to give answers to the questions.	- For SS to know about the requirements of the contest

	- Go over the answers with the class. (*See Teacher's Guide for answers*)	and give a sample
	2. A general outline - From the sample, elicit the general outline of the essay: Action (First, I will …) Reason Action (Next, I will …) Reason … Conclusion / significance	- To provide a general organization
	3. Brainstorming ideas - Divide the class into small groups. - Have SS discuss and give opinions on what they could do to build a greener world for tomorrow. - Choose SS to present the opinions of their groups to the rest of the class. - Note down SS ideas on the board. - Give feedback and comments.	- To get SS to think and share ideas and to facilitate the writing tasks
III. While-writing	**Activity 1: Writing an outline** - Tell SS they are going to write an essay to take part in the writing contest. - Tell SS to think of what they will do and write an outline for their essay. - Tell SS they can choose from the ideas listed earlier for their outline and give reasons for each action. Then, state the significance of their effort, how it helps build a greener world.	- To get SS to practise organizing ideas for an essay
	Activity 2: Writing an essay - Tell SS to make full sentences from the ideas to develop the essay. - Remind SS to use transition signals and other connectors to make the essay coherent. - Tell SS to refer to the essay in Task a for a sample. - Go round to monitor and give help where needed.	- For SS to write an essay themselves
IV. Post-	**Peer Correction** - Have SS work in pairs and exchange their essays.	- For SS to share

writing	- Tell SS to read their partner's essay and answer the following questions: 1. Does the essay mention different actions? 2. Does it give reasons for each action? 3. Does it include the significance of the effort made by the writer? 4. Is the essay well-written in terms of language use and coherence? - Choose two students to write their essays on the board for the class to read and correct together. - Ask SS to answer the questions and then suggest correction and improvement if any. - Give feedback and comments.	and learn from each other - To give some suggestions for assessing the writing
V. Homework	**Learning from peers** - Tell SS to exchange essays with their classmates and read them at home.	- To learn from friends

Unit 8 Future Life

Language Focus

Objectives: - By the end of the lesson, students are able to form compound adjectives with *noun* + *adj*.

- By the end of the lesson, students are able to use although, even though, despite / in spite of to express contrast ideas.

Skills: - Speaking

Teaching aids: - handouts, drawing

Stage	Procedure	Aims
I. Warm-up	**Game: Word change** - Divide SS into four groups. - Write a four-letter word on the board, for example 'BEAN'. Tell the groups to elect a scribe. - Tell the groups to take it in turns to tell their scribe a new word to write underneath the previous one. Each new word must change only one letter from the word	- To create interest and introduce the

	which goes before, and no repeats are allowed. - Give an example of a sequence: 'bean → bear → beer → deer → deep → keep → ...' - When no group can suggest a word, start again with a new beginning. Here are some words to start sequences: come team head hold - One new word scores the group one point. The groups with the most points wins the game. - Count the appropriate words and declare the winner. - Ask SS if any of the words they got can combine in some way. - Make a transition depending on the results SS get in the game. Transition: ... Today we learn a new way of combining to form compound adjectives. - Write on the board: **Unit 8 Language Focus**	point
II. Word Study	**WORD STUDY** **Compound adjectives: Noun + adj.**	- To introduce the point
	Activity 1: Matching to form adjective compounds (Task a, p. 105) - Ask SS to match an noun in column A with a suitable adjective in column B to form an adjective compound. - Have SS work in pairs and compare answers.	- To give some controlled practice
	- Call on SS to read the newly-formed compound adjectives. - Check the answers with the class. (*See Teacher's Guide for answers*) - Check to see if SS know the meanings of these compounds.	- To make sure SS know the meanings of the compounds
	Activity 2: Gap-filling (Task b, p. 105) - Tell SS to read the sentences and fill in each space with a suitable compound adjective in the previous task. - Have SS work in pairs and compare answers. - Call SS to read out their completed sentences and check the answers with the class.	- To provide practice on the

	(See Teacher's Guide for answers) **Activity 3: Compound bridges** (Handouts) - Pair off SS and give out handouts. (**Appendix 1**) - Explain to SS that they need to choose words from the box and put them in the correct position so that they combine with the other words, and try to be the first pair to successfully build a bridge from the starting point to the finishing point on the puzzle board and get to the other side. - Tell SS to shout aloud 'Over' when they finish and read the words out that make their bridge. - If the pair is correct, it wins; if not, you say 'In the water' and the pair has to try again. - Declare the winner. Expected answers: air-tight, air-sick, home-sick, home-made, sugar-free, free-hand, second-hand, second-class, life-long, long-term, short-term, short-range	language in context - To challenge SS with some other common compound adjectives - A game-like activity is fun and easy to remember
III. Grammar	**GRAMMAR: Although, even though, but, in spite of, despite** **Although** is used to introduce an adverbial clause of concession, to express the idea of a contrast. It can be used at the beginning or in the middle of a sentence. - ***Although*** *it was raining, we decided to go.* - *We decided to go* ***although*** *it was raining.* **Though** means the same as **although** but it is informal, and can also be used at the end of a sentence. - *It was raining. We decided to go,* ***though****.* **Even though** gives a stronger contrast. It is more emphatic. - ***Even though*** *it was raining, we decided to go.* **But** is used to join two sentences to make a contrast. - *It was raining,* ***but*** *we decided to go fishing.* **In spite of** and **despite** can also be used to make a contrast. But they are followed by a noun phrase or the –ing form of a verb. - ***In spite of*** *the rain, we decided to go fishing.* - ***In spite of/Despite being*** *ill, Ken went to work.*	- To introduce a grammar point - To provide the form and use of the grammar point

	(The gerund (V-ing) can only be used if the subject of both parts of the sentence is the same.) We can use **in spite of the fact that** in the same way as **although.** - ***In spite of the fact that*** *it was raining, we decided to go fishing.* ***Although*** ***Even though*** ***Though*** + *clause* ***But*** ***In spite of*** ***Despite*** + ***noun phrase / V-ing***	
	Activity 1: **Join the sentences** (Task a, p. 106) - Tell SS to read the sentence halves and join each beginning with a suitable ending to make meaningful sentences. - Remind SS of the structure following these conjunctions. - Call on SS to read their sentences and check with the whole class. (*See Teacher's Guide for answers*)	- To provide some controlled practice on the point
	Activity 2: **Multiple choice** (Handouts) - Ask SS to read the sentences and choose a suitable word for each blank. - Tell SS to pay attention to the phrases following the conjunctions. - Call on SS to read their completed sentences and check with the whole class. Expected answers: 1. A 2. C 3. A 4. B 5. B	- To provide more practice
	Activity 3: **Key word transformation** (Task b, p. 106) - Pair off SS and ask SS to rewrite the sentences using the word given. - Tell SS to compare answers in small groups. - Call on SS to write their sentences on the board and check with the class. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- Pair-work for a change of focus - To provide practice on language in use

III. Home-work	**Sentence completion** - Ask SS to complete the sentences, using the linking words just learned: *although, but, in spite of / despite* and their own experience so that they are true to them. 1. I try to study English .... 2. My parents don't allow me to .... 3. I would like to become a (doctor/ teacher/ artist /...) .... Suggested answers: (Any grammatically correct and logical answers) 1. I try to study English *although I'm not very good at it.* Or: I try to study English *though it seems a bit too difficult for me.* 2. My parents don't allow me to *stay up late although I have a lot of homework to do.* Or: My parents don't allow me to *ride a motorbike in spite of my promise to ride it carefully.* 3. I would like to become an artist *but my parents disapprove of my choice*. Or: I would like to become a doctor *although I'm afraid of blood and the like.*	- To provide more practice and let SS write about their own experience

Appendix 1: Activity 3 - Compound bridge Puzzle

Put the words in the box in the correct place in order to bridge across the river. Some have been done.

air	*hand*	*sick*	*life term*	*short*	*made*	*free*
class	*range*	*tight*	*second*	*short*	*home*	*sugar*

Appendix 2: Activity 3 – Multiple choice

Choose the word that best completes each of the following sentences.

1. Tom's father is very busy, _____________ he always helps him with his homework.
   A. but B. although C. despite
2. He knows it is dangerous. He still wants to go, _____________ .
   A. although B. despite C. though
3. _____________ taking some pills, Ann can't go to sleep.
   A. Despite B. Even though C. In spite
4. ___________ these modern cars are very expensive, people buy them.
   A. In spite of B. Although C. But
5. _____________ the strong wind, they managed to drive home.
   A. Even though B. In spite of C. But

Unit 9 Deserts

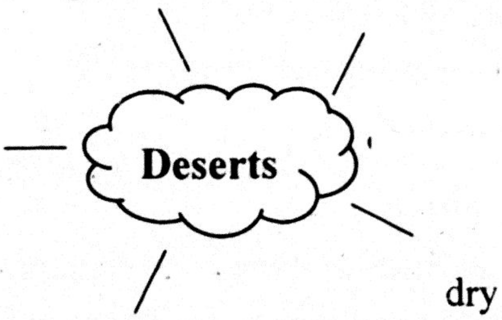
Reading Comprehension

Objectives: - By the end of the lesson, students are able to read for specific details.
- By the end of the lesson, students are able to read for gist or general ideas.
- By the end of the lesson, students get some knowledge about deserts and how to prevent desertification.

Skills: - Reading: scanning, skimming; speaking

Teaching aids: - handouts, drawings

Stage	Procedure	Aims
I. Warm-up	**Game: World Knowledge Quiz** - Divide SS into two groups, A and B. - Tell SS you are going to read some questions about things around the world. SS listen and try to answer as quickly as possible. - A correct answer will earn the group one point. - Keep a running total of points for each group on the board. - The group with more points wins the game. These are the questions: 1. What is the longest river in the world? (Expected: the Nile, 6,741 km) 2. What is the longest mountain range in the world? (Expected: the Andes) 3. Which language is spoken by the most people in the world? (Expected: Chinese) 4. Which language has the biggest alphabet? (Expected: Cambodian – 74 letters) 5. What takes up 75% of the earth? (Expected: oceans / water) 6. What is the largest ocean in the world? (Expected: the Pacific Ocean)	- To engage SS in some interesting activity and to introduce the topic

	7. What is the world's coldest place? (Expected: Antarctica, -87.8°C) 8. What is the world's hottest place? (Expected: Al Aziziyah, Lybia, 58°C) 9. What is the largest desert in the world? (Expected: the Sahara) 10. What's the world's driest place? (Expected: Calama, Chile, No rain for 400 years) Transition: You know, with changes in temperature the deserts tend to expand. Today we'll study the causes of desert expansion and how to prevent it. - Write on the board: **Unit 9 Deserts - Reading**	
II. Pre-reading	**1. Brainstorming** - Ask SS to give ideas on what they know about deserts.  - Note down SS ideas and check with the class.	- To challenge SS with some personal experience
	2. Matching deserts with locations - Tell SS to look at the marked places on the world map and then match the deserts with their locations. - Call on SS to give answers and check with the class.	- To challenge SS with some geography knowledge
	3. Teaching vocabulary - Pre-teach some vocabulary through elicitation and explanations. . expansion /ɪkˈspænʃn/ (n.) = state of being greater in size or importance (sự mở rộng) to expand (v.) . turn into /tɜ:n ˈɪntə/ (v.) = change into (biến thành ...) . prevent /prɪˈvent/ (sb/sth from doing sth) (v.)	- To introduce some vocab. to help SS understand

	= stop or hinder sb/sth (ngăn cản, cản trở) prevention /prɪˈvenʃn/ (n.)	the text
	. spread /spred/ (v.) = extend in size or area; become distributed (phát tán; nới rộng) . bury /ˈberɪ/ (adv.) = hide sth in the earth, cover with soil (chôn vùi) . ban /bæn/ (v.) = officially forbid (cấm, ngăn cấm) ban (n.) (on sth) . blow /bləʊ/ (v.) = be moving ; send out (thổi) . pour /pɔ:(r)/ (v.) = (cause to) flow in a continuous stream (đổ, rót) . retain /rɪˈteɪn/ (v.) = keep sth in place, hold or contain (lưu giữ, giữ lại) . wash away /wɒʃ əˈweɪ/ (v.) = remove or carry sth away to another place (cuốn trôi) - Read the words and have SS repeat one at a time.	- To help expand SS' knowledge of vocab. connected with the topic 'desert'
	4. Checking vocabulary - Give SS handouts and ask them to complete the sentences using the correct forms of the words just learned. **(Appendix 1)** - Tell SS to compare answers in pairs when they have finished. - Go over the answers with the class. Expected answers: *1. buried 2. washed away 3. prevention 4. ban 5. blew 6. expand 7. prevent; spreading 8. poured 9. retaining 10. turns*	- To check the vocab. just learnt
	5. Talking about the pictures (Task c, p.114) - Put SS into pairs. - Tell SS to discuss what happened to the places and people in the pictures. - Call on SS to give their ideas. - Invite the class to give opinions and encourage them to give more ideas. - Give feedback and comment.	- To engage SS

III. While-reading	- Ask SS: What are the causes of all this and how to prevent it? We'll find out the answers in the reading text. **Activity 1: Questions and Answers** (Task a, p.115) - Ask SS to read the text and find the answers to the questions. - Tell SS to work with a partner, asking and answering the questions. - Call on some pairs to ask and answer and check with the class. (*See Teacher's Guide for answers*) **Activity 2: Categorizing** - Pair off SS and give out handouts. (**Appendix 2**) - Ask SS to read the phrases and put them in the correct column, *causes*, *effects* or *solutions*. - When they have finished, tell SS to work in small groups and compare answers. - Call on SS to list what they have in the columns and check with the class. **Activity 3: Describing the pictures** (Task b, p.115) - Tell SS the pictures are about some of the ways to solve the problem of desert expansion. - Ask SS to refer to the text or the table in Activity 2 to make sentences to describe the pictures. - Tell SS to work with a partner and compare answers. - Call on SS to read out their descriptions. - Invite class opinions and comments. - Give feedback and comments. (*See Teacher's Guide for answers*) **Activity 4: Completing the summary** (Task c, p.116) - Ask SS to read the summary of the text and fill in each space with the missing information. - Tell SS to refer to the text if necessary. - Tell SS to use no more than 3 words in each space.	- To develop SS' scanning skill - For SS to have a better idea of what's happening - To provide practice in sentence building via pictures - To give a summary of the content of

	- When they have finished, ask SS to work with a partner and compare answers. - Call on SS to give their answers. - Go over the answers with the class. (*See Teacher's Guide for answers*)	the text and check SS' under-standing
IV. Post-reading	**Discussion** - Arrange SS to work in small groups. - Tell SS to discuss and share opinions on the following question: 'Do you think some part of Viet Nam may become a desert in the future? Why or why not? - Move around to monitor and give help where needed. - Call on SS to report what their groups have discussed. - Invite the class to argue more and give comments. - Give feedback and comments.	- To personalize the task and allow SS to express themselves freely
V. Home-work	**Vocabulary review** - Tell SS to learn the new vocabulary presented in the lesson.	- Sth to do at home

Appendix 1: Checking vocabulary - gap-filling

Complete each sentence with the correct form of a word in the list just learnt.

1. The house was ________ under half a meter of mud.
2. Lots of small houses were ________ away in the flood.
3. ________ is better than cure.
4. There is a ________ on the use of chemical fertilizers.
5. A cold wind ________ across the area.
6. With the increase in temperature, dry areas ________ and farmland shrinks.
7. Green walls of trees help ________ desert sand from ________ .
8. Although he ________ the tea carefully, he spilt some on the cloth.
9. Desert plants are good at ________ the little water they find.
10. Water ________ into ice when it freezes.

Appendix 2: Activity 2 – Categorizing

Read the phrases in the box and put them in the correct column.

cutting down trees
climate and soil quality affected
planting green walls of trees
a ban on burning firewood for fuel
building fences of brushwood
herds of animals eating up grass
making stone lines to catch up rain water
dune fixation
forests turning into deserts
houses and crops buried
pouring oil on sandy areas
people leaving homes
building canals or pipelines

Causes	Effects	Solutions
-	-	-
-	-	-
-	-	-
-	-	-
…	…	…

Expected answers:

Causes	Effects	Solutions
- cutting down trees - herds of animals eating up grass	- climate and soil quality affected - forests turning into deserts - houses and crops buried - people leaving homes	- dune fixation - planting green walls of trees - a ban on burning firewood for fuel - building fences of brushwood - making stone lines to catch up rain water - pouring oil on sandy areas - building canals or pipelines

Unit 9 Deserts

Listening

Objectives: - By the end of the lesson, students are able to listen for specific information.

- By the end of the lesson, students gain some knowledge about life in a desert.

Skills: - Listening: scanning, listening for general message;

Teaching aids: - CD, CD player, handouts

Stage	Procedure	Aims
I. Warm-up	**Game: 'Three little things'** - Ask SS to work in groups of 4 or 5. - Tell SS to listen to instructions and write down 3 things as required on a piece of paper. - Read SS' items and check with the class after each question. - The first group to finish and get all correct will get 1 point. - The group that has more points will win the game. - Declare the winner. These are the suggested instructions: 1. Write down 3 adjectives to describe the climate in the desert. 2. Write down 3 animals that can be used to carry things. 3. Write down 3 plants that can be found in harsh climate. 4. Write down 3 things that are typical of the desert. 5. Write down 3 adjectives to describe life in the desert. Expected answers: 1. dry, hot, harsh, severe, … 2. horse, elephant, camel, donkey, … 3. cactus, palm tree, pine tree, grass, … 4. sand, wind, the sun / sunshine 5. difficult, dangerous, harsh, … Transition: Today we'll listen to an extract from a lecture on food and water in the desert. We'll learn how people can get food and water and survive the harsh conditions there. - Write on the board: **Unit 9 Deserts - Listening**	- To create interest and introduce the topic
II. Pre-listening	**1. Brainstorming: Talking about the pictures** - Put SS into pairs. - Ask SS to look at the pictures and discuss how/in	- To activate SS and give them

	what ways these animals and fruit may help people survive in the desert. - Call on SS to give their opinions. - Encourage SS to argue and give comments. -Give feedback and comments.	an idea what to expect in the listening
III. While-listening	**Activity 1: Listening and correcting inaccurate information** (Task b, p. 117) - Tell SS to read the sentences. - Play the CD and ask SS to listen and locate the wrong information in each sentence. - Tell SS to correct the wrong information. - Play the CD again and let SS check their answers. - Call on SS to say what is wrong in each sentence and give the correct information. - Invite class opinions and comments. - Go over the answers with the class. *(See Teacher's Guide for answers)*	- To give practice in listening for detail
	Activity 2: Gap questions (Task c, p.117) - Ask SS to read the gapped sentences and think of what it may be in each space before listening to the CD again. - Play the recording again and tell SS to pick out the words or phrases to complete each sentence. - Tell SS to work with a partner and compare answers. - Call on SS to read their completed sentences and check with the whole class. *(See Teacher's Guide for answers)*	- To pracrise listening for specific information
IV. Post-listening	**Personalization** - Arrange SS to work in small groups of 5 or 6. - Tell SS to say whether they would like to live in a desert and the reasons why. - Tell SS to discuss and share ideas on the following question: '*Supposed you had to live in a desert for some time, what would.you take with you there? Why?*' - Move around to monitor and give help.	- To integrate some speaking Personalisation is fun and challenging

	- Call on SS to report about their groups. - Invite class opinions and comments. - Give feedback and comments.	
V. Home-work	**Writing** - Ask SS to write a sentence or two about a certain thing in a desert, e.g. what to eat as food, where to get water, etc.	- For SS to revise the lesson through some writing

Unit 9 Deserts

Speaking

Objectives: - By the end of the lesson, students are able to express possibility.
- By the end of the lesson, students have an idea of what they would do to survive in a desert.

Skills: - Speaking: expressing possibility, sharing ideas

Teaching aids: - handouts, drawings

Stage	Procedure	Aims
I. Warm-up	**Game: Describing a picture** - Divide SS into small groups of five or six. - Present a picture of a man. (**Appendix 1**) - Tell SS to write as many adjectives as possible to describe the man. - The group with the most relevant adjectives wins the game. - Set a time limit and have SS start the game. - Check with the class and declare the winner.	- To create interest, and to introduce the topic
	- Ask SS: What will happen to the man? - Call on SS to express their opinions. Transition: Do you know exactly what will happen to the man? Of course not. That's why we just make guesses and give possibilities. Today we'll	- To draw SS' attention to the key function

	learn how to express possibility. - Write on the board: **Unit 9 Speaking – Expressing possibility**	
II. Pre-speaking	**1. Recognizing the target language** (Task a, p.117) - Assign SS to work in pairs. - Tell SS to read the mini dialogue and underline the words and expressions of possibility. - Call on SS to give their answers and check with the class.	- To introduce the target language in context
	2. Eliciting and introducing Useful language - Elicit and introduce some useful language. **Useful language** Low — High *Modal*: may, might, could/would — should — must, can't *Adverb*: maybe / perhaps, possibly / probably *Adjective*: likely, possible — probable — sure, certain o After **may, might,** or **could** we can use a continuous form (be + V-ing) o **Could** is not used with **not** in this context.	- To provide language input for speaking activities later
III. While-speaking	**Activity 1: A tour of the Sahara** (Task b, p.118) - Put SS into groups. - Tell SS to read the situation and discuss the ways to get out of the tricky situations listed. - Tell SS to refer to the prompts for help with ideas and vocabulary. - Call on SS to give ideas for each situation. - Give feedback and comments.	- To provide some freer practice
	Activity 2: Personalization – life-like situations - Put SS into pairs.	- To provide a meaningful activity

<table>
<tr>
<td></td>
<td>
- Write down on the board these situations:
○ win the lottery
○ win a contest prize
- Tell SS to talk about what they would or will probably do in such situations.
- Call on SS to give ideas on what they will possibly do.
- Invite class opinions and comments.
- Give feedback and comments.
</td>
<td>where SS talk about themselves</td>
</tr>
<tr>
<td>IV. Post-speaking</td>
<td>
<u>Listening</u>: Note taking
- Read Jane’s letter of reply telling her friend Anne some possibilities when she comes to visit Britain. (Appendix 2)
- Tell SS to listen and complete the table with suitable information.
<table>
<tr><th>Areas of information</th><th>Possibility</th></tr>
<tr><td>- time to come</td><td>- October</td></tr>
<tr><td>- weather</td><td>-
-</td></tr>
<tr><td>- clothes</td><td>-</td></tr>
<tr><td>- accommodation</td><td>-</td></tr>
<tr><td>- activity</td><td>-</td></tr>
</table>
- Have SS listen again and check with the class.
</td>
<td>- To integrate a listening skill in a consolidation activity</td>
</tr>
<tr>
<td>V. Home-work</td>
<td>
Language review
- Tell SS to review the useful language for possibility.
(<u>Alternative</u>: You may ask SS to write a letter to a foreign friend who wants to visit their city. Tell SS they can use these questions to help.
1. When might be the best time to come?
2. What might the weather be like?
3. What type of clothes should s/he bring? Why?
4. What type of accommodation might s/he like?
5. What might s/he like to do?)
</td>
<td>- Sth to do at home

- For SS to use the target language in writing</td>
</tr>
</table>

Appendix 1: Game – picture

Appendix 2: Listening – note taking

Listening scripts: The letter

Dear Anne,

It's good to hear you may want to visit Britain. I think October is the best time to come. It's usually quite warm, although there may be some rain, and it might be a bit cold in the evening, so bring a sweater. Best of all, there won't be so many tourists. Make sure you bring an umbrella. You may like to stay in a bed and breakfast, which is a private house with a guest bedroom. You won't have to pay much for this type of accommodation. When you arrive in London, you may like to buy a rail card to travel around the rest of the country.

I hope this is useful.

Best wishes,

JANE

Expected answers:

Areas of information	**Possibility**
- time to come	- October
- weather	- there may be some rain / may rain
	- might be cold in the evening
- clothes	- a sweater; umbrella
- accommodation	- bed and breakfast
- activity / like to do	- buy a rail card; travel around the country

Unit 9 Deserts

Writing

bjectives:
- By the end of the lesson, students are able to write a well-organized paragraph.
- By the end of the lesson, students are able to make an outline and develop a topic sentence.

kills:
- Writing: writing a paragraph

eaching aids:
- Cards, handouts, transparencies, OHP

Stage	Procedure	Aims
arm- p	Game: **Complete that!** - Divide SS into small groups of four or five. - Tell each group to write two gapped sentences about something to do with deserts on a piece of paper. - Tell the groups to exchange their pieces of paper and try to complete the sentences written on the piece of paper they receive. - Give an example: '______ *is the biggest desert in the world.*' Expected completed sentence: '*The Sahara is the biggest desert in the world.*' - Ask SS to read aloud their completed sentences. - The group with two correct sentences wins the game. - Declare the winner. - Give feedback and comments. Transition: We've learned about the desert and now we'll practise writing about life in desert and how to survive the harsh conditions there. - Write on the board: **Unit 9 Deserts - Writing**	- To create a learning atmosphere and challenge SS with some knowledge just learned in the previous lesson
I. Pre- riting	**1. Re-ordering** (Task a, p. 119) - Put Ss into pairs. - Ask SS to read the sentences and put them in the	- To

	correct order of a paragraph. - Tell SS to look for transition signals or linking words to help them decide on the order. - Call on SS to give their answers and explanations. - Invite class opinions and comments. - Go over the answers with the class. *(See Teacher's Guide for answers)* These are signals: *such* (a severe climate) Some *others* The *third* kind Most of *them* These signals help SS decide where the sentence must go.	provide a sample and some useful language
	2. Completing the outline (Task b, pp. 119 - 120) - Ask SS to write the sentences in the correct place in the outline. - Tell SS to compare answers with partners. - Call on SS to give answers and check with the class. *(See Teacher's Guide for answers)*	- To focus SS' attention on the organization of ideas
	3. Identifying parts of a topic sentence - Ask SS to work in pairs again. - Tell SS to identify the topic and the controlling idea of the two topic sentences provided. - Call on SS to give their answers. - Encourage SS to give comments. - Go over the answers with the class. Expected answers: *topic* *controlling idea* 1. Life in or near a desert is very difficult. *topic* 2. If you want to travel across a desert, you need to *controlling idea* bring with you some essential things.	- To help SS realise what a paragraph is about
III. While-writing	**Activity 1: Discussing and writing an outline** - Arrange SS to work in small groups. - Tell SS to discuss the ideas to support the topic sentence.	- To allow SS to share

	- Ask the groups to group and organize the ideas and write an outline of the paragraph. - Call on SS to read out their ideas of their groups. - Note down some main ideas on the board. - Give feedback and comments.	and learn from one another
	Activity 2: Writing the paragraph - Ask SS to work individually, choose a topic sentence and write a paragraph to develop it.	
IV. Post-writing	- Remind SS to use transition signals to help with the coherence of the paragraph. - Move around to monitor and give help.	- To have SS practise writing themselves
	Peer Correction - When SS have finished, have SS work in small groups. - Ask SS to exchange their writing with their partner and answer these questions:	
	1. Does the topic sentence include a topic and a controlling idea? 2. How well do the ideas and examples support the thesis / topic and controlling idea? 3. Does the concluding sentence restate the thesis?	- For SS to correct and learn from one another
	- Call on two SS (who developed two different topic sentences) to write their paragraphs on the board. - Ask the class to read the paragraphs together and suggest corrections and improvement. - Encourage SS to give different options. - Give feedback and comments.	- To guide SS on how to evaluate the writing
V. Home-work	**Writing** - Tell SS to write a paragraph to develop the other topic sentence.	- More practice at home

Unit 9 Deserts

Language Focus

Objectives: - By the end of the lesson, students learn more about plural forms of nouns.

- By the end of the lesson, students are able to use the conjunctions: *so*, *but*, *however* and *therefore*.
- By the end of the lesson, students are able to use unless to express condition.

Skills: - writing; language use

Teaching aids: - handouts

Stage	Procedure	Aims
I. Warm-up	**Game**: **Classifications** - Arrange SS to work in small groups. - Give each group a handout. (**Appendix 1**) - Tell SS to work together in their groups, read the nouns and write one name for each of the groups of things. - The first group to finish and get the most correct answers wins the game. - Declare the winner. - Ask SS: What do you notice of these names? (Expected: They are in plural form./ plural nouns.) Transition: How are plural nouns formed in English? Part of the lesson today will focus on this. - Write on the board: **Unit 9 Language Focus** **WORD STUDY**	- To create interest and introduce the language point
II. Presentation Word Study	**Plural forms of nouns** • Regular plural form: Noun + s/es *books, watches, exercises* Pronunciation of –s ending: • /s/ For nouns ending in /t /, /p /, /k /, /f /, /θ / *students, cups, books, roofs, depths* • /ɪz/ For nouns ending in / s/, / ʃ/, / tʃ/, / dʒ/, / z/	- For SS to realise the regular and irregular forms

buses, brushes, watches, oranges

- /z/ For nouns ending in a vowel, and in other consonant sounds (excluding those in the first two groups)

  keys, animals, sounds, …

- Irregular plural forms:
  - no change in form

    sheep, fish, ,
  - *-um* /-ʌm/ and -ion /ɪən/ turned into *-(i)a /-ɪə/*

    medium - media, criterion - criteria
  - *-us* /-əs/ turned into *-i /-aɪ/*

    cactus - cacti, fungus – fungi
  - *-sis* /-sɪs/ turned into *-ses /-si:z/*

    thesis – theses, crisis – crises
  - *-f(e)* /-f/ turned into *–ves /- vz/*

    leaf – leaves, wife – wives
  - *-oo-* /u:/ turned into *–ee- /i:/*

    tooth – teeth, goose - geese
  - other: child – children, ox – oxen, man – men, …

- To help SS know how to pronounce certain word endings

Activity 1: Crossing out the wrong form (Task a, p. 120)

- Ask SS to look through the nouns and cross out the incorrect plural forms.
- Tell SS that for some nouns, both forms are acceptable.
- Tell SS to work with a partner and compare answers.
- Call on SS to read out the plural forms they chose for each noun and check with the class.
- Check with SS the meanings of these words.

(See Teacher's Guide for answers)

- To provide SS with some practice

Activity 2: Finding the mistake (handouts)

- Pair off SS and give out handouts. (**Appendix 2**)
- Tell SS to work in pairs, read the sentences and find the mistakes in each sentence.
- Call on SS to say what is wrong in each sentence and give the correct answer.
- Go over the answers with the class.

- To check SS' recognition

	Expected answers: 1. woman → women; housewifes → housewives 2. childrens → children 3. criterions → criteria 4. leafs → leaves 5. childs → children; foots → feet 6. mouse → mice; rooves → roofs ***(Task b, p.120 is set as homework)***	
Gram -mar	**GRAMMAR:** **1. Linking words:** *So, But, However, Therefore* ***So*** and ***therefore*** are used to express a result or consequence. ***But*** and ***however*** are used to express the idea of a contrast. ○ ***So*** and ***but*** are used to join two sentences. They are informal and typical of spoken English. *E.g.: - It was raining,* ***so*** *we decided to stay home.* *- Joe has a car,* ***but*** *he often walks to work.* ○ ***However*** and ***therefore*** are used to link across sentences, that is, they make a link with an earlier sentence. They are rather formal and typical of written English. E.g.: - *Peter is in love with Kay. Kay,* ***however****, is in love with James.* *- The plane couldn't take off because of bad weather. We* ***therefore*** *had to wait at the airport.*	- To review a grammar point and introduce a new structure
	Activity 1: Rewriting sentences (Task a, p.121) - Ask SS to read the sentences and rewrite them using *however* or *therefore*. - Tell SS to notice the linking words *but* and *so* used in the sentences in order to make a correct choice. - Remind SS of sentence punctuation. - Tell SS to work with a partner and compare answers. - Call on SS to write their sentences on the board. - Check the answers with the whole class. *(See Teacher's Guide for answers)*	- For SS to practise using the new structure
	Activity 2: Completing the passage (Task b, p.121) - Put SS into pairs. - Ask SS to read the passage and fill in each gap with a	- To check SS

	suitable linking word: *so, therefore, but* or *however.* - Tell SS to pay attention to the punctuation and the position of the word in the sentence, and notice whether the word required expresses a result or a contrast of idea - Call on SS to give answers and explanations. - Go over the answers with the class. *(See Teacher's Guide for answers)*	recognition and provide more practice
	2. *Unless* in conditional sentences ***Unless*** means the same as ***if ... not.*** *Unless* is not used in questions. E.g.: - *I can't see if I **don't** wear glasses.* *I can't see **unless** I wear glasses.* - *He wouldn't say that **if** he **wasn't** sure about it.* *He wouldn't say that **unless** he was sure about it.*	- To introduce the new language point
	Activity 1: Rewriting sentences with unless (Task a, p. 122) - Ask SS to read the sentences and rewrite them using unless if possible. - Tell SS to pay attention to the *if-clauses*. - Tell SS to compare answers with a partner. - Call on SS to read out their newly-formed sentences, and give explanations for those that can't be rewritten with *unless*. - Invite class opinions and comments. - Go over the answers with the whole class *(See Teacher's Guide for answers)*	- To provide some practice on the structure
	Activity 2: Making up sentences in two ways (Task b, p. 122) - Tell SS to read the groups of words given and make two sentences for each using *if* and *unless*. - Tell SS to compare answers with a partner. - Call on SS to read their sentences. - Invite the class to give corrections if any and make comments. - Go over the answers with the class. *(See Teacher's Guide for answers)*	- To practise using both structures

	Activity 3: Key word transformation (handouts) - Pair off SS and give out handouts. (**Appendix 3**) - Ask SS to rewrite the sentences using the word given. - Remind SS not to change the word given in bold. - Tell SS to compare answers in small groups. - Call on SS to write their sentences on the board. - Invite class opinions and comments. - Go over the answers with the class. Expected answers: See Appendix 2	- To provide some practice on language in use
III. Home-work	**Sentence completion** - Write on the board these two incomplete sentences and ask SS to complete them using *unless* or *if clause*. 1. You can't do well in the next test ______________. 2. You won't be able to get a good job in a foreign company __________________. Suggested answers: 1. You can't do well in the next test *unless you study your lessons. / if you don't revise your lessons.* 2. You won't be able to get a good job in a foreign company *unless you have a good command of English. / if you don't know English. / you can speak English.*	- To have SS review what they have learned at home and express themselves freely

Appendix 1: Game - classifications

Write one name for each of the following groups. The first one has been done as an example

1. spring, summer, winter
2. panda, elephant, dog, cat
3. oxygen, carbon, nitrogen
4. roses, tulips, carnations
5. Paris, New York, Hue
6. circle, square, triangle
7. April, July, November
8. newspaper, radio, Internet
9. Pacific, Atlantic, Indian
10. and, but, although, because

S	E	A	S	O	N	S	▨	▨	▨	▨	▨
		I					▨	▨	▨	▨	▨
G					▨	▨	▨	▨	▨	▨	▨
		O					▨	▨	▨	▨	▨
		T				▨	▨	▨	▨	▨	▨
	H					▨	▨	▨	▨	▨	▨
				H		▨	▨	▨	▨	▨	▨
		D			▨	▨	▨	▨	▨	▨	▨
	C					▨	▨	▨	▨	▨	▨
	O			U							

Expected answers: 1. SEASONS 2. ANIMALS 3. GASES 4. FLOWERS 5. CITIES 6. SHAPES 7. MONTHS 8. MEDIA 9. OCEANS 10. CONJUNCTIONS

Appendix 2: Activity 2 - Finding the mistake

Find the mistakes in the following sentences. Underline them and write the correct forms in the space provided.

0. Television, radio, and newspapers are some examples of mass mediums. __*media*__
1. In the past, most woman became housewifes after getting married. ________
2. She gave up her job to look after her childrens. ________
3. Do you know the criterions for choosing the best writer? ________
4. It's romantic to watch the falling leafs in the wind. ________
5. These young childs are over five foots tall. ________
6. There are a lot of mouse living on those rooves. ________

Appendix 3: Activity 3 - Key word transformation

Rewrite the following sentences using the words given in bold. Do not change the words.

0. She didn't look at the safety instructions because she often took the plane. **so**

→ *She often took the plane, so she didn't look at the safety instructions.*

1. You can't survive the severe conditions in a desert if you don't prepare everything carefully. **unless**

→ ____

2. There wasn't much traffic, so the bus was on time. **therefore**

→ ____

3. Tom looked for a hotel but all the hotels were full. **however**

→ ____

4. The condition in the desert is very harsh. However, some plants can survive the hot sun and dry condition there. **but**

→ ____

5. He wouldn't take the course if he didn't know that it was useful. **unless**

→ ____

6. It's dangerous to travel across the desert. People therefore always travel in groups. **so**

→ ____

Expected answers:

1. You can't survive the severe conditions in a desert *unless* you prepare everything carefully.
2. There wasn't much traffic. The bus was, *therefore*, on time.
3. Tom looked for a hotel. *However*, all the hotels were full.
4. The environment in the desert is very harsh *but* some plants can survive the hot sun and dry condition there.
5. He wouldn't take the course *unless* he knew that it was useful.
6. It's dangerous to travel across the desert, *so* people always travel in groups.

Unit 10 Endangered Species

Reading Comprehension

Objectives:
- By the end of the lesson, students are able to read for specific details.
- By the end of the lesson, students are able to read for gist or general information.
- By the end of the lesson, students are better aware of the importance of wildlife and the need to protect them.

Skills: - Reading: scanning, skimming; speaking

Teaching aids: - handouts,

Stage	Procedure	Aims
1. Warm-up	**Game: Animal Quiz** - Arrange SS to work in two groups, A and B. - Tell SS to listen to your questions and try to say what animal it is. - A correct answer will earn the group one point.	- To raise SS interest and to introduce

	- Keep a running total of points for each group on the board. - The group with more points wins the game. These are the questions: 1. What is the biggest mammal of the ocean? (Expected: *the (Blue) whale*) 2. What is the biggest mammal on land? (Expected: *the elephant*) 3. This flightless bird is very big and can run very fast. (Expected: *the ostrich*) 4. This flightless bird is the symbol of New Zealand and is also used to refer to the New Zealanders. (Expected: *the Kiwi*) 5. This animal from China eats hard bamboo stem. (Expected: *the panda*) - Ask SS: What is common of these animals? (Expected: They are in danger of extinction.) Transition: What are the causes of this and how to protect these animals are the focus of our lesson today. - Write on the board: **Unit 10 Endangered Species - Reading**	the topic and lead to the lesson
2. Pre-reading	**1. Matching names of animals with pictures** (Task a, p.123) - Ask SS to work with a partner and match the names with the animals in the pictures. - Call on SS to give answers and check with the class. *(See Teacher's Guide for answers)* - Ask SS what they know about these animals and which ones are in danger.	- To provide something visual
	2. Checking (✓) the harmful actions (Task c, p.123) - Tell SS to read the phrases listed and check the actions that might put wild animals and plants in danger. - Ask SS to compare answers with a partner and discuss how these actions are harmful to the wildlife.	- To raise SS awareness of harmful actions

	- Go over the answers with the class. *(See Teacher's Guide for answers)* - Then ask SS for their opinions about the other actions. (Suggested: Actions 2 and 4 help protect the environment and the wildlife.)	
	3. Teaching vocabulary - Teach these words through synonyms or/and explanations. . perilously /ˈperələslɪ/ (adv.) = dangerously (nguy hiểm) peril (n.) = serious danger; dangerous thing (hiểm họa) . poach /pəʊtʃ/ (v.) = catch (animals, ...) without permission on sb else's property (săn bắt trái phép) . cure /kjʊə(r)/ (sb/sth from doing sth) (v.) = provide a successful remedy for ...; make sb healthy again (chữa lành, chữa khỏi) cure (n.) . vigor /ˈvɪgə(r)/ (n.) = physical strength or energy (sức mạnh, sinh lực) . covet /ˈkʌvɪt/ (v.) = want very much to possess (thèm khát) . profitable /ˈprɒfɪtəbl/ (n.) = beneficial; bring profit or advantage (có lợi) profit (v.; n.) . measure /ˈmeʒə(r)/ (v.) = action taken to achieve a purpose (biện pháp) . rescue /ˈreskju:/ (v.) (sb/sth from sth/sb) = save or bring away from danger (cứu, giải thoát) . eliminate /ɪˈlɪmɪneɪt/ (v.) (sb/sth from sth) = remove (sth that is not wanted or needed) (xóa bỏ, loại trừ) - Read the words, one by one, and ask SS to repeat.	- To introduce some vocab. to help SS understand the text - To help enrich SS' knowledge of vocab. connected with the topic
	4. Checking vocabulary: Gap-filling - Give SS handouts and ask them to complete the	- To check

	sentences using the correct forms of the words just learned. **(Appendix)** - Tell SS to compare answers in pairs when they have finished. - Go over the answers with the class. Expected answers: 1. perilously 2. profitable 3. rescued 4. eliminate 5. vigor 6. measures 7. covet 8. cure	the vocab. just learnt in new context
3. While-reading	**Activity 1: Completing the table** (Task a, p. 125) - Tell SS to have a look at the table and see what information they are expected to find. - Ask SS to scan the text for the missing information about rhinos to complete the table. - When they have finished, tell SS to work with a partner and compare answers. - Call on SS to give information about the types of rhinos and check with the class. (*See Teacher's Guide for answers.*)	- To provide some task to develop SS scanning skill
	Activity 2: Main ideas – Matching - Write down on the board three phrases about the main ideas of the paragraphs of the text and two extra phrases. *a. The main cause of the decrease in rhino population* *b. How rhino horn is used* *c. Background information about rhino* *d. Ways to protect rhino* *e. The species of rhino* - Ask SS to skim the text and match the paragraphs with their suitable main ideas. - When they have finished, tell SS to compare answers with a partner. - Call on SS to give answers and explanations for their choice. - Go over the answers with the class.	- To develop SS skimming skill

	Expected answers: par. 1 – c; par. 2 – a; par. 3 – d **Activity 3: Questions and Answers** (Task b, p.125) - Put SS into pairs and ask them to read the text and find the answers to the questions. - Tell SS to work in pairs, ask and answer the questions. - Call on some pairs to ask and answer the questions and check with the class. *(See Teacher's Guide for answers.)*	- To practise reading comprehension
4. Post-reading	**Discussion** - Arrange SS to work in small groups. - Tell SS to work in their groups, discuss and share ideas on the question: ∘ Make a list of rare animals in your local area / province. ∘ Suggest ways to protect and save these rare animals. - Move around to monitor and give help. - Call on SS to report the opinions of their groups to the rest of the class. - Invite the class to argue and give comments. - Give feedback and comments.	- To personalize the task and allow SS to express themselves freely
5. Homework	**Vocabulary review** - Ask SS to read the text again and review the new vocabulary just learned in the lesson.	- Sth to do at home

Appendix: Checking vocabulary – Gap-filling

Complete each of the following sentences with a correct form of a word just learned.

1. It is _____________ hot in the desert during the day.
2. It would be more ___________ to combine the two measures.
3. His plan _____________ the company from bankruptcy.
4. The government is trying hard to __________ crime in the area.
5. These middle-aged people work with ____________ and enthusiasm.
6. Today, we'll discuss the _____________ to prevent poaching.
7 .Many people _____________ his position of company director.
8. There is no _____________ for AIDS so far.

Unit 10 Endangered Species

Listening

bjectives: - By the end of the lesson, students are able to listen for specific information.
- By the end of the lesson, students are able to listen for details.
- By the end of the lesson, students gain some knowledge about endangered species.

kills: - Listening: scanning, listening for details; speaking

eaching aids: - CD, CD player, handouts

Stage	Procedure	Aims
. Varm-p and heck-p	**Game: 'Add Two Letters'** - Divide SS into small groups of 4 or 5. - Give each group a handout. (**Appendix**) - Tell SS to work in their groups, add two letters to each of the words, in any place, to form a new word. - Tell SS that the clue given can help them. - The first group to finish and get all correct wins the game. - Declare the winner. Expected answers: *1. carrot 2. orange 3. sister 4. water 5. covet 6. secure 7. market 8. shallow 9. panda 10. habitat* - Ask SS: What's happening to the habitat of wild animals? (Expected: It has been reduced /shrunk / destroyed. Or something similar) Transition: Yes, but is habitat loss the only or main reason why rare animals are in danger? Today we'll listen to tour guide talking about some endangered species and find out the reasons for this. - Write on the board: **Unit 10 Endangered Species - Listening**	- To raise SS interest and introduce the lesson

II. Pre-listening	**1. Which is which?** (Task a, p.125) - Put SS into pairs. - Ask SS to look at the information provided. - Tell SS to discuss with their partner and put the pieces of information in the correct box in the table. - Call on SS to read their information about each animal. - Invite class opinions and comments. -Give feedback and comments. *(See Teacher's Guide for answers)*	- To guide SS to the focus of the listening text
	2. Teaching vocabulary - Introduce some vocabulary. . damp /dæmp/ (adj.) = slightly wet (hơi ẩm ướt) . capture /ˈkæptʃə(r)/ (n.) = take (sb/sth) as a prisoner (bắt, bắt giữ) . breeding season /ˈbriːdɪŋ ˈsiːzn/ (n.) = time when wild animals produce their young (mùa sinh sản) . shallow /ˈʃæləʊ/ (adj.) = not deep (cạn, nông) - Give some practice on pronunciation.	- To provide SS with some vocab. to help them under-stand the listening text
III. While-listening	**Activity 1: Multiple choice questions** (Task b, p. 126, Part A) - Tell SS that they are going to listen to a tour guide introducing some endangered species to tourists. - Ask SS to read the sentences and the options. - Play the first part of the recording and ask SS to listen and choose the correct information to complete each sentence. - Play the CD again and let SS check their answers. - Call on SS to read their sentences. - Go over the answers with the class. *(See Teacher's Guide for answers.)*	- To give practice in listening for detail
	Activity 2: Questions and Answers (Handouts) - Give out handouts. **(Appendix 2)** - Have SS read through the questions and decide	- To pracrise listening

	which information they need to look for. - Have SS listen to the first part of the recording and answer the questions. - Assign SS to write the answers on the board. - Invite class opinions. - Have SS listen again and check the answers. Expected answers: 1. They are eating bamboo. 2. between 10.4 and 16.3 kilos a day. 3. Humans try to breed pandas but it is not successful.	for specific information
	Activity 3: Multiple choice questions (Task b. p. 126, Part B) - Ask SS to read the sentences and the options. - Play the second part of the recording and ask SS to listen and choose the correct information to complete each sentence. - Play the CD again and let SS check their answers. - Call on SS to read their sentences. - Go over the answers with the class. (*See Teacher's Guide for answers.*)	- To give practice in listening for detail
	Activity 4: Questions and Answers (Handouts) - Give out handouts. (**Appendix 2**) - Have SS read through the questions and decide which information they need to look for. - Have SS listen to the second part of the recording and answer the questions. - Assign SS to write the answers on the board. - Invite class opinions. - Have SS listen again and check the answers. Expected answers: 1. It's 'sea cows', because dugong graze on sea grasses. 2. Persian Gulf, Red Sea, East Africa, and southern Asia. 3. large sharks, saltwater crocodiles, and killer whales.	- To pracrise listening for specific information
IV. Post-listening	**Discussion** - Arrange SS to work in small groups. - Tell SS to make a list of endangered species in Viet Nam. - Tell SS to discuss the information about these	- To integrate some speaking and allow

<table>
<tr>
<td></td>
<td>animals.
<table>
<tr><th>Species</th><th>Habitat</th><th>Food</th><th>Cause of extinction</th></tr>
<tr><td>1.</td><td></td><td></td><td></td></tr>
<tr><td>2.</td><td></td><td></td><td></td></tr>
<tr><td>3.</td><td></td><td></td><td></td></tr>
<tr><td>…</td><td></td><td></td><td></td></tr>
</table>
- Move around to monitor and give help.
- Call on SS to report the information from their groups.
- Invite class opinions and comments.
- Give feedback and comments.</td>
<td>SS time to express themselves</td>
</tr>
<tr>
<td>V. Homework</td>
<td>Sentence building
- Write these sets of words on the board.
- Ask SS to copy down in their notebooks and at home, make complete sentences from these sets.
1. Giant pandas / be native / mountains / southwestern China.
2. They / be / danger / extinction / mainly because / human capture.
<u>Suggested answers</u>:
1. <i>Giant pandas are native to the mountains of / in southwestern China.</i>
2. <i>They are in danger of extinction mainly because of human capture.</i></td>
<td>- For SS to practise writing using information just talked about</td>
</tr>
</table>

Appendix 1: Game – Add Two Letters

Add two letters to each of the following words, in any place, to form a new word. A clue is given to help you. The first one has been done as an example.

Original word	**New word**	**Clue**
1. cart	_*carrot*_	a vegetable
2. rage	_______	a fruit
3. site	_______	a relation in the family
4. war	_______	it's good for plants
5. vet	_______	want very much to possess

6. cure	______	safe; not feeling worry or doubt
7. make	______	place where people come to buy and sell things
8. hallo	______	not deep
9. pad	______	rare animal native to China
10. habit	______	natural environment of an animal or plant

Appendix 2: Questions and Answers

Part A	Part B
1. What are the panda doing? 2. How much food does a panda eat in a day? 3. What solution is mentioned? Is it successful?	1. What is another name for dugongs? Why? 2. Name some areas where dugongs are also found. 3. What animals are mentioned as predators to dugongs?

Unit 10 Endangered Species

Speaking

Objectives: - By the end of the lesson, students are able to ask for and give information about something.

- By the end of the lesson, students are aware of what to do and not to do to protect endangered animals.

Skills: - Speaking: asking for and giving information; sharing ideas.

Teaching aids: - handouts; cards

Stage	Procedure	Aims
I. Warm-up	**Game**: **Twenty questions** - Appoint a panel of five or six students and ask them to sit in front of the class. - Show the rest of the students the word 'elephant'	- To raise SS interest, and to

	or a picture of an elephant. - Tell the panel to work out what it is by asking the other students questions up to a maximum of 20. - Remind the panel they can only ask Yes/No questions such as: Is it a person? Is it something you can eat? Is it an animal? - Mark off on the board each question as it is asked up to 20. - If the panel can say what the item is, they win the game. - If the panel have not discovered it in 20 questions. they lose the game and the rest of the class wins. - Declare the winner. (Expected: *An elephant*) - Ask SS: Is it easy to find out what the thing is through these questions? (Expected: *No.*) Transition: - Not at all, and it takes time. So what do we ask to find out information about something more quickly? Today we'll practise asking for and giving information about something. - Write on the board: **Unit 10 Endangered species - Speaking**	engage SS - To draw SS' attention to the key function
II. Pre-speaking	**1. Matching sentences with bubbles** (Task a, p.127) - Ask SS to read the jumbled sentences and put them in the correct bubbles. - Tell SS to compare answers with a partner by acting out the exchange. - Call on a pair to act out the exchange and check with the class. *(See Teacher's Guide for answers)* **2. Information questions** - Elicit and introduce the question words used to make questions for information.	- To provide an example in a life-like situation - To provide language

<table>
<tr>
<td></td>
<td>- Note down SS ideas and add more if necessary.
Question Words
<table>
<tr><td>- What</td><td>things, opinions, ...</td></tr>
<tr><td>- Who</td><td>name, identity of people</td></tr>
<tr><td>- Where</td><td>place, position</td></tr>
<tr><td>- When</td><td>time, occasion</td></tr>
<tr><td>- Why</td><td>reason, purpose</td></tr>
<tr><td>- How</td><td>manner, quality, quantity, ...</td></tr>
<tr><td>- Which</td><td>choice of a limited group</td></tr>
</table>
</td>
<td>input for speaking activities later</td>
</tr>
<tr>
<td>III. While-speaking</td>
<td><u>Activity 1</u>: Adding more solutions (Task b, p.128)
- Put SS into pairs.
- Tell SS to look at the table and read the things people should and shouldn't do in order to protect and save endangered species.
- Ask SS to work with a partner, discuss and add more things under 'Do' and 'Don't'.
- Tell SS to compare opinions in small groups.
- Call on SS to give their opinions.
- Note down some main ideas on the board.
- Invite class opinions and give feedback and comments.
<u>Some suggested ideas</u>:
<table>
<tr><th>Do</th><th>Don't</th></tr>
<tr><td>- ...
- educate people of the importance of wildlife
- pass laws to protect wildlife by punishing those who buy and sell animals for their skin and parts
- create more wild animal preserves
- stop anything that threatens endangered animals' habitats</td><td>- ...
- overhunt or overfish
- keep endangered animals in zoos
- keep endangered animals for commercial purposes
- buy or use products made from animals' parts</td></tr>
</table>
</td>
<td>- To challenge SS with some ideas on how to solve the problem and raise their awareness of the issue</td>
</tr>
</table>

	Activity 2: **Acting out the example** (p. 128) - Tell SS to work in groups of three. - Ask them to act out the exchange about whales and how to protect and save them. - Call on a group to act out the exchange and then ask SS what information Student 3 wanted to know. (Expected: *the reasons why whales are in danger and the ways to save them*)	- To give some controlled practice
	Activity 3: **Information gap** - Arrange SS to work in pairs as A and B. - Give all students A a card A each, and students B a card B each. (**Appendix**) - Tell SS not to show their card to their partner. - Ask SS to work with their partner, make questions to get the information needed in order to complete the chart. - Give feedback and comments.	- To provide a meaningful activity where SS have to communicate to solve the problem
	Activity 4: **Discussing solutions** - Tell SS to form groups of four or six. - Ask them to discuss (based on their causes of extinction) and find ways to protect and save these animals. - Tell SS to write their suggested ideas for each animal in the solutions column on the card. - Tell SS they can refer to **Activity 1** for ideas. - Move around to monitor and give help where necessary. - Call on SS to report the opinions of their groups to the rest of the class. - Invite the class to argue and give comments. - Give feedback and comments.	- To engage SS in a personalized task where they can express themselves freely
IV. Post-speaking	**Writing**: **Sentence making** - Tell SS to work individually and make a sentence or two about an endangered animal, saying why they are in danger and suggesting a way to protect them.	- For SS to put their ideas in writing

	Example: *'Snow leopards are endangered because people hunt them for their beautiful fur. To protect them, there needs to be laws to fine those who are caught buying or selling products made from these animals.'* - Tell SS to exchange their sentences and check together. - Call on SS to read their sentences. - Invite class corrections and comments. - Give feedback and comments.	
V. Home-work	**Language review** - Ask SS to review the language used to make questions for information.	- Sth to do at home

Appendix: Activity 3 – Information gap

Card A

	Animal	*Cause of extinction*
1.	Snow leopard	• being hunted for its beautiful fur
2.	Orangutan	• ______________________ ______________________
3.	Panda	• many bamboo forests destroyed

Card B

	Animal	*Cause of extinction*
1.	Snow leopard	• ______________________
2.	Orangutan	• too many being hunted or captured for zoos; forest habitat being destroyed
3.	Panda	• ______________________

Unit 10 Endangered Species

Writing

Objectives: - By the end of the lesson, students are able to write a well-organized paragraph.
- By the end of the lesson, students are able to write about measures to protect some endangered species.

Skills: - Writing: writing a paragraph

Teaching aids: - Cards, handouts, transparencies, OHP

Stage	Procedure	Aims
I. Warm-up	**Game: Alphabet animals** - Divide SS into small groups of five or six. - Tell SS to listen to instructions and write down animals beginning with a certain letter as required on a piece of paper. - Tell SS to say 'Finished' when they get three items. - Read SS' items and check with the class after each question. - The first group to finish and get all correct will get one point. - The group that has more points wins the game. - Declare the winner. These are the suggested instructions: 1. Write 3 animals beginning with B. 2. Write 3 animals beginning with C. 3. Write 3 animals beginning with D. 4. Write 3 animals beginning with E. 5. Write 3 animals beginning with P. 6. Write 3 animals beginning with R. Suggested: 1. Any 3 of: bear, bird, bat, bee, butterfly, … 2. Any 3 of: cat, chicken, cow, chimpanzee, crow, crane, crab, … 3. Any 3 of: dog, deer, dolphin, … 4. Any 3 of: eagle, elephant, eel, emu,	- To create interest, and challenge SS with vocabulary about animals

II. Pre-writing	5. Any 3 of: parrot, pigeon, pig, panda, peacock, penguin, ... 6. Any 3 of: rat, rabbit, rhino, reindeer, ... - Ask SS: Which of these animals are in danger of extinction? (Expected: bear, chimpanzee, dolphin, eagle, elephant, emu, panda, rhino, ...) Transition: Yes, these animals are endangered. What should we do to protect them? Today we'll practise writing a paragraph suggesting ways to protect these animals. - Write on the board: **Unit 10 Endangered Species - Writing**	- To lead in to the lesson
	1. Completing the outline (Task a, pp. 128 - 129) - Ask SS to write the sentences in the correct place in the outline. - Tell SS to compare answers with partners. - Call on SS to give answers and check with the class. (*See Teacher's Guide for answers*)	- To focus SS' attention on the organization of ideas
	2. Identifying parts of a topic sentence - Ask SS to work in pairs again. - Tell SS to identify the topic and the controlling idea of the topic sentence of the paragraph. - Call on SS to give their answers. - Encourage SS to give comments. - Go over the answers with the class. Expected answers: *controlling idea* There are three main measures *topic* to protect gazelles from extinction.	- To help SS realise what a paragraph is about
	3. Matching pictures with species (Task b, p. 129) - Tell SS to look at the pictures and match them with the species listed. - Ask SS to compare answers with a partner. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- Sth visual is more encouraging

III. While-writing	**Activity 1: Discussing and writing an outline** - Tell SS to choose one among the four animals to write about. - Ask the students who choose the same animal to form one group (or more if too big). - Tell SS, in groups, to identify the parts of the topic sentence. Expected: *controlling idea* There are several main measures *topic* to save (flamingos / ...) from extinction. - Then ask them to discuss the ideas to support the topic sentence, that is, the main measures. - Ask SS to group and organize the ideas and write an outline of the paragraph. - Call on SS to read out their ideas of their groups. - Note down some main ideas on the board. - Give feedback and comments. **Activity 2: Writing the paragraph** - Ask SS to work individually and write a paragraph to develop the topic sentence. - Remind SS to use transition signals to help with the coherence of the paragraph. - Move around to monitor and give help.	- To allow SS to share and learn from one another - To give SS an idea what detail and examples to include to support the topic sentence - To have SS practise writing themselves
IV. Post-writing	**Peer Correction** - When SS have finished, tell SS to work in small groups. - Ask SS to exchange their writing with their partner and answer these questions: 1. Does the paragraph include a topic sentence? 2. Are the supporting details relevant to and about the topic? 3. How well do the idea or examples support the thesis? 3. Does the concluding sentence restate the thesis? - Then call on two (or four) students (who developed different topic sentences) to write their paragraphs	- For SS to correct and learn from one another - To guide SS on how to evaluate the article

	on the board. - Ask the class to read the paragraphs together and suggest corrections and improvement. - Encourage SS to give different options and comments. - Give feedback and comments.	
V. Home-work	**Improving the paragraph** - Tell SS to read their paragraph again at home and make improvement.	- More practice at home

Unit 10 Endangered Species

Language Focus

Objectives:
- By the end of the lesson, students learn more expressions with *Make*.
- By the end of the lesson, students are able to use modal auxiliaries: *must*, *mustn't*, *needn't*, *may* and *might*.
- By the end of the lesson, students are able to use adverbial clauses and phrases of reason.

Skills: - speaking; writing; language use

Teaching aids: - handouts, picture

Stage	Procedure	Aims
I. Warm-up	Game: **What clause are you?** - Show SS a picture. (**Appendix 1**) - Tell SS to work out what the boy is saying to the man. (Suggested: 'What clause are you?') - Give prompts if necessary. - The first student to get it right wins the game. - Declare the winner. Transition: Santa Claus is a person. And in the	- To create interest and introduce the language point

	English language, there are many different types of clause. Today we will learn the clause of reason. But we'll have a review of collocations with *make* first. - Write on the board: **Unit 10 Language Focus** **WORD STUDY** **Expressions with *Make*** *(See Unit 5 for more information)*	
II. Presentation Word Study	**Activity 1: Matching expressions with meanings** (Task a, p. 131) - Ask SS to read the expressions with make in A and match them with their suitable meanings in B. - Tell SS to work with a partner and compare answers. - Call on SS to give the meanings of the expressions and check with the class. - Check with SS the Vietnamese equivalents of these words. (*See Teacher's Guide for answers*)	- To review a grammar point - For SS to recycle some vocab.
	Activity 2: Gap-filling (Task b, p. 131) - Tell SS to read the sentences and choose a suitable expression with make in column A in Activity 1 to complete each of them. - Tell SS to compare answers in pairs. - Call on SS to read their completed sentences. - Invite class opinions and comments. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To give some practice on language in use
	Activity 3: Error recognition (Handouts) - Pair off SS and give out handouts (**Appendix**) - Ask SS to work with their partner, read the sentences and identify the incorrect phrase among the four underlined parts. - Tell SS to correct the sentences. - Call on SS to give their answers and explanations for each sentence. - Go over the answers with the class. Expected answers: *1. B - a lot of noise*	- To provide SS with some more practice

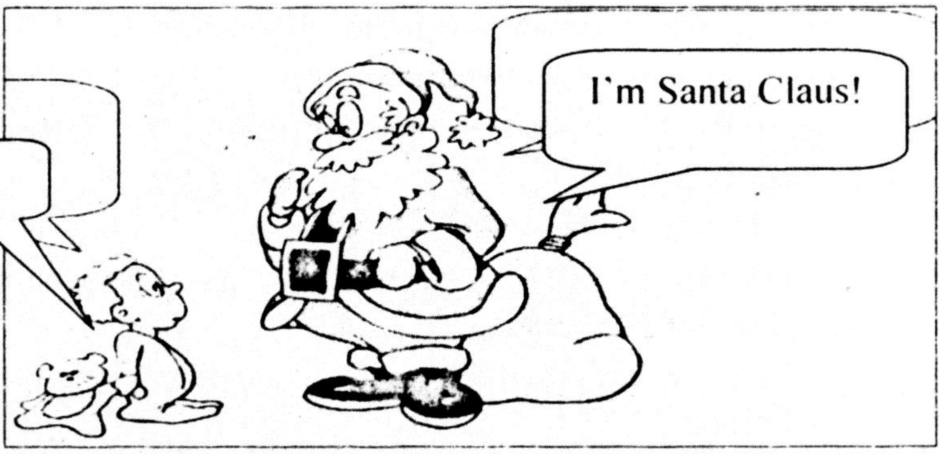
	2. A - Make sure *3. B - makes it possible* *4. C - make fun* *5. D - make peace* *6. B - make* *7. B - make an appointment*	
III. Grammar	**GRAMMAR:** **1. Modal auxiliaries:** *must(n't), needn't, may, might* ○ **May** or **might** is used to express uncertainty, to say that something is possible or that it is quite likely. **Might** is less likely than **may**. They can be used to talk about the present or the future. - *It **may** rain tonight.* (Perhaps it will rain tonight.) - *He **might** come.* (Perhaps he will come.) After **may** , **might** we can use a continuous form (be + V-ing). - *That lady **may/might be looking** for you.* (Perhaps she is looking for you.) The negative forms **may not**, **might not/mightn't** are used to say that something negative is possible - *There's no lights on. He **may not** be home.* (It's possible that he is not home.) ○ **Must** is used for a kind of certainty called 'deduction', or when we realise that something is certainly true. This is when we know something is certain because it is logical, or when we make an assumption because of the facts of the situation. - *It is midnight. The boys **must** be sleepy.* **Must** is also used for obligation, to explain that something is necessary. - *You **must** revise your lessons before the test.* ○ **Mustn't** is used to describe an action or something which is prohibited/ forbidden. - *You **mustn't** park here. It's not allowed.* ○ **Needn't** is used when something is not necessary. - *You **needn't** take the course if you've got a certificate in language proficiency.*	- To review a grammar point and introduce a new structure - To check

	Activity 1: **Putting in *must(n't), may, might or needn't*** (Handouts) - Give out handouts. (**Appendix 2**) - Ask SS to read the sentences and put in a suitable modal to complete each sentence. - Tell SS to consider the degree of certainty or necessity of the statements. - Tell SS to work with a partner and compare answers when they have finished. - Call on SS to read their completed sentences and check with the whole class. Expected answers: *1. needn't 2. might 3. must 4. mustn't 5. needn't 6. may/might 7. must*	SS recognition and provide some practice
	Activity 2: **Replying to questions using modals** (p.132) - Put SS into pairs. - Ask SS to work with their partner, read the questions and write an answer to each question using one of these modals to express the possibility. - When they have finished, tell SS to act out the exchanges with their partner. - Tell SS to work in small groups to share opinions. - Call on pairs of SS to act out the exchanges and check with the class. - Invite class opinions and comments. - Give feedback and comments. (*Students' personal answers. See Teacher's Guide for some suggested answers.*)	- For SS to practise using the new structure
	2. Adverbial clauses and phrases of reason Adverbial clauses of reason can be introduced by ***because / as / since***. ***because / as / since*** + *Subj.* + *Verb* - *We camped there because /as /since it was too dark to go on.* Adverbial clauses of reason can be replaced by adverbial phrases of reason introduced by the preposition ***because of***.	- To introduce the new language point

	because of *+ Noun phrase* - *The plane couldn't take off because of the awful weather.*	
	Activity 1: Rewriting sentences using adverbial phrases in stead of adverbial clauses of reason (Task a, p. 133) - Ask SS to read the sentences and rewrite them using *because of* in stead of *because*. - Tell SS to pay attention to the sentence structure. - Remind SS of the changes made from adverbial clauses to adverbial phrases often look like this: **verb + adv. → adj. + noun** - Tell SS to compare answers with a partner. - Call on SS to read out their newly-formed sentences. - Invite class opinions and comments. - Go over the answers with the whole class. (*See Teacher's Guide for answers*)	- To provide some practice on the structure
	Activity 2: Responding to questions for reason (Task b, p. 133) - Tell SS to work in pairs. - Ask SS to ask and answer the questions using *because* or *because of*. - Call on pairs of SS to ask and answer the questions. - Invite the class to give corrections if any. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To provide some practice on language in use and challenge SS with some general knowledge
	Activity 3: Sentence building (Handouts) - Give out handouts. (**Appendix 3**) - Ask SS to make meaningful sentences using the words given. - Remind SS to add more words and change the verb form if necessary. - Tell SS to compare answers with a partner. - Call on SS to write their sentences on the board. - Invite class opinions and comments.	- To give some practice in writing using the grammar point and knowledge just learned

	- Go over the answers with the class. Expected answers: (*See Appendix 3*)	
III. Home-work	**Sentence completion** - Tell SS to complete the sentences giving the reasons for their doing these things using *because* or *because of*. 1. I study English ______________________. 2. I don't throw rubbish in the river ______________________. Sample answers: *1. I study English because it is very useful / popular./ because of its usefulness /popularity / importance.* *2. I don't throw rubbish in the river because it pollutes the water.*	- To have SS review what they have learned at home and express themselves freely

Appendix 1: Game



Appendix 1: Activity 3 – Error recognition

Choose and circle the underlined part (A, B, C or D) that is incorrect and needs to be changed to have a correct sentence.

1. The dog makes noises but it won't do you any harm.
A B C D
2. Make surely you lock the door when you leave the office.
A B C D
3. The use of the Internet makes possible to send bulky messages quickly and cheaply.
A B C D

4. He only wants to make friends. Don't make funny of him.
A B C D

5. There are signs that Israel and Palestine want to do peace.
A B C D

6. Deforestation and poaching makes possible the disappearance of many
A B C
endangered species.
D

7. You should call his office to make an impression before you can see
A B C
the director.
D

Appendix 2: Activity 1 - Putting in *must(n't), may, might or needn't*

Put in must(n't), may, might or needn't to complete each sentences.

1. You ________ go on the excursion if you don't want to. It's optional.
2. The manager ________ offer you a job but don't count on it.
3. The climbers ________ be very tired after the long and difficult journey.
4. We ________ make fires when camping in the forest.
5. We ________ book because there are plenty of rooms free in the hotel.
6. They ________ save these animals by breeding them in zoos.
7. We ________ protect wildlife in order to save our planet earth.

Appendix 3: Activity 3 – Sentence building

Make meaningful sentences from the sets of word given.

1. Rhino / be / hunt / because / horn / use / make medicines.

   ____

2. Trade / rhino horn / continue / because / its very high price.

   ____

3. Fines / may not / be / effective way / protect endangered species / because / it would not / convince people / abandon / profitable business.

   ____

   ____

4. Dams / encourage pollution / because / housing developments / along / shore.

   ____

5. Many species / animals / be / danger / extinction / because / too many / be hunt / and much habitat / be destroy.

   ____

   ____

Expected answers:

1. *Rhino are hunted because their horn is used to make medicines.*
2. *The trade in rhino horn continues because of its very high price.*
3. *Fines may not be an effective way to protect endangered species because it would not convince people to abandon a profitable business.*
4. *Dams encourage pollution because of housing developments along the shore.*
5. *Many species of animals are in danger of extinction because too many are hunted and much habitat are destroyed.*

Unit 11 Books

Reading Comprehension

Objectives:
- By the end of the lesson, students are able to read for specific information or details.
- By the end of the lesson, students improve their skill of reading comprehension.
- By the end of the lesson, students get to know more about books.

Skills: - Reading: scanning, reading for detail; speaking

Teaching aids: - handouts,

Stage	Procedure	Aims
I. Warm-up	**Game: The Description Game** - Divide SS into four groups. - Tell SS you are going to describe an object and ask them to guess what it is and what it is used for. *'This object is shaped like a very very thin cylinder. One end tapers to a sharp point and the other is blunt with an oval hole in it. It's made of metal.'* - Tell the groups to work out what it is and say what it is used for. Expected: A needle. It is used for sewing. - Give each group a list of objects. **(Appendix 1)**	- To create interest, to engage SS, and to lead to the topic - To

	- Ask SS to work in their groups, write descriptions for the objects, as accurately as possible, concentrating on the shape and the relation of one part to another. Tell them not to give the size, unless asked, and not to say what the object is used for. - The groups then take turns to describe their objects for the other groups to guess. Tell SS they can draw the object as described and make questions if it is not clear, but not what it is used for. - Each correct answer scores 2 points for the guesser and 1 point for the describer. - The group that wins the most points is the winner of the game. - Keep a running total of points for each group on the board. - Declare the winner. (***If you think it is a bit too difficult for your students to describe, then you can do it and get the groups just guess the objects and say what they are used for.***) - Ask SS what a book is used for. (*Students' answers may vary.)* Transition: There are different types of books for different groups of people and purposes but they are all for people to read. Unit 11 is about books and reading. - Write on the board: **Unit 11 Books - Reading**	create competition and learning atmosphere
II. Pre-reading	**1. Matching book covers with types of book** (Task a, p. 134) - Tell SS to look at the book covers and match them with their suitable names. - Call on SS to give answers and check with the class. (*See Teacher's Guide for answers*) - Ask SS to work in pairs read the question in Task b, and try to answer which of the books requires the skill of 'reading between the lines'. - Call on SS to give answers and check with the class. (*See Teacher's Guide for answers*)	- To help SS be aware of different types of books - For SS to have an idea about this special

	2. Teaching vocabulary - Teach the following words through elicitation and explanations.	skill
	. gossip /ˈɡɒsɪp/ (n.) = casual talk about the affairs of other people, typically including rumor and critical comments (chuyện ngồi lê đôi mách, tán gẫu) . disposed /dɪˈspəʊzd/ (adj.) = (adv. + ~ + towards sb/sth) inclined to think that sb/sth is not good or worthwhile; (to do sth) wanting or prepared to do sth (có thiện cảm/ác cảm với ai; sẵn sàng làm gì) . elegant /ˈelɪɡənt/ (adj.) = being tactful and stylish in appearance or manner (trang nhã, thanh lịch) elegance (n.) . sensitive /ˈsensətɪv/ (adj.) = easily hurt or damaged; easily offended or emotionally upset (nhạy cảm) . reveal /rɪˈviːl/ (n.) = make known (tiết lộ, cho thấy) . imply /ɪmˈplaɪ/ (v.) = hint; suggest sth indirectly (ngụ ý, ám chỉ) implication (n.) implicit (adj.) . delicate /ˈdelɪkət/ (adj.) = showing tact and good judgement, sensitive; fragile, easily damaged (tinh tế, khéo léo; mảnh khảnh, dễ vỡ) delicacy (n.) . irony /ˈaɪərənɪ/ (n.) = expression of one's meaning by saying the direct opposite of one's thought in order to be emphatic; sarcastic (trào phúng) ironic /aɪˈrɒnɪk/ (adj.) = full of irony	- To expand SS' knowledge of vocab. connected with the topic
	- Read the words, one by one, and ask SS to repeat. **4. Checking vocabulary: Gap-filling** (Handouts) - Give SS handouts and ask them to complete the sentences using the correct forms of the words just	- To practise pronunciation

	learned. (**Appendix 2**) - Tell SS to compare answers in pairs when they have finished. - Go over the answers with the class. Expected answers: 1. delicate 2. disposed 3. gossip 4. implied 5. ironic 6. sensitive 7. reveal	- To see if SS have learnt the new words
III. While-reading	**Activity 1: Multiple Choice Questions** (Task a, pp. 136 - 137) - Tell SS to read the questions and choose a suitable word or phrase in answer to each of the questions. - Have SS work with a partner and compare answers. - Call on SS to give their answers. - Invite the class to give opinions and go over the answers with the class. (*See Teacher's Guide for answers*)	- To train the reading skill of scanning for specific information
	Activity 2: Gap questions (Task b, p. 137) - Ask SS to read the gapped sentences and read the text to find details to complete each sentence. - Tell SS to work with a partner and compare answers. - Call on SS to read their completed sentences and check with the whole class. - Go over the answers with the class. (*Sea Teacher's Guide for answers*)	- To develop SS' skill of reading for detail - For SS to share and learn
	Activity 3: Main ideas - Write down on the board five phrases about the main ideas of some of the paragraphs with two extra phrases. *1. a detailed analysis of the writer's implications through the tone and language used* *2. a description of the writer* *3. a personal observation of an event* *4. an analysis of the plot* *5. a description of a character* - Pair off SS	- To train the skill of skimming for gist or general information

	- Ask SS to work in pairs, skim the text and find the paragraphs that have any of these main ideas. - Tell SS not all the phrases are about the paragraphs in the text. - When they have finished, tell SS to compare answers in small groups. - Call on SS to say which main idea match with which paragraph. - Encourage SS to discuss and give opinions. - Go over the answers with the class. Expected answers: 1 – par. E; 3 – par. B; 5 – par. C	- Pair-work to make the task less stressful
IV. Post-reading	**Discussion: Is it worth reading?** - Arrange SS to work in small groups. - Tell SS to discuss and share ideas on the following questions: 1. Have you ever read Jane Austen or any other woman writer? What is special about them? 2. What kinds of book do you often read? Do you prefer to read for information or for entertainment? 3. Do you agree with this statement? "*Obviously everything you find in a book you can learn from TV and the movies, so reading is a waste of time.*" Give reasons and discuss your opinions with the group. - Move around to monitor and give help where necessary. - Then, choose SS to present their groups' opinions to the class. - Invite class opinions and comments. - Give feedback and comments.	- To allow SS to express themselves and share opinions on reading and other activities
V. Homework	**Vocabulary review** - Tell SS to read the text again and review the new words learned in the reading text.	- For SS to review the vocab.

Appendix 1: **The Description Game**

List A
A pencil,
a pair of scissors,
a fork

List B
A clock,
a drum,
an eraser

List C
A TV set,
a table,
a light bulb / lamp

List D
A pencil case,
a pair of glasses,
a book

Appendix 2: **Checking vocabulary**

Complete the sentences with a suitable word learned in the text.

1. Everyone admired your __________ handling of the situation.
2. Our boss is favorably __________ towards new ideas.
3. Do you think that women are often fond of __________ ?
4. Your silence __________ agreement, didn't it?
5. She replied with an __________ smile.
6. He is very __________ to criticism. So be careful with your words.
7. Do you think doctors should __________ the truth to patients.

Unit 11 Books

Listening

Objectives: - By the end of the lesson, students are able to listen for specific information.
- By the end of the lesson, students improve their skill of listening for detail.

Skills: - Listening: scanning, listening for detail; speaking

Teaching aids: - CD, CD player: handouts, drawings

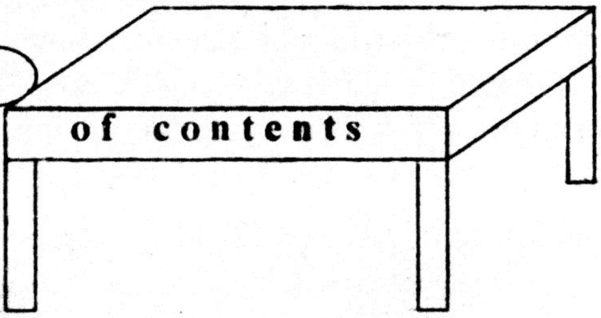
Stage	Procedure	Aims
I. Warm-up	**Game: Puzzle it out** - Arrange SS to work in two groups, A and B. - Tell SS they are going to look at some drawings and try to guess the word / phrase implied in each drawing by combining the words with the object they see or the relation between these. **(Appendix)** - A correct guess earns the group one point. - The group with more points wins the game. - Keep a running total of points for each group on the board. - Declare the winner. (Expected: 1. table of contents; 2. novelty; 3. foreword) - Ask SS what 'novelty' means. (Expected: newness, strangeness) - Ask SS what 'table of contents' and 'foreword' means, and if they have seen them somewhere. Transition: Yes, these appear in a book. In the listening section today, we'll learn about the parts of a book and what they are there for. - Write on the board: **Unit 11 Books - Listening**	- To create interest, and to introduce the lesson
II. Pre-listening	**1. Reasons for reading** (Task a, p. 138) - Brainstorm reasons for reading by asking SS to check (✓) their reasons from the list and add other reasons that apply to them. - Then tell SS to work with a partner and compare opinions. - Call on SS to give their reasons for reading and ask the class to give opinions and comments. - Give feedback and comments.	- To brain storm ideas and engage SS
	2. Ordering the parts in order of helpfulness (Task b, p. 138) - Tell SS to work in pairs, read through the parts of a book and number them in the order of their level of helpfulness.	- For SS to learn about the different parts of a

	- Check to see if SS know the meanings of these items: TITLE (tựa đề) FOREWORD / PREFACE (lời ngỏ, lời nói đầu) TABLE OF CONTENTS (mục lục) INDEX (bảng thư mục) - Choose SS to give opinions and ask the class to discuss and give reasons for their choices. - Give feedback and comments.	book and what they are about
III. While-listening	**Activity 1: True – False statements** (Task c, pp. 138 - 139) - Ask SS to read through the statements and keep in mind which information they need to look for. - Have SS listen to the recording and decide whether each statement is true (T) or false (F). - Call on SS to give answers and elicit explanations for their choices. - Invite class opinions and give feedback. - Ask SS to listen to the recording again and check the answers. *(See Teacher's Guide for answers)*	- To provide practice on listening for details
	Activity 2: Comprehension Questions (Task d, p. 139) - Have SS read through the questions to have an idea which information they need to look for in the listening. - Have SS listen to the recording again and answer the questions. - Assign SS to write the answers on the board. - Invite class opinions and comments. - Have SS listen to the recording again and check the answers. *(See Teacher's Guide for answers)*	- To train the skill of listening for specific information
IV. Post-listening	**Speaking** - Arrange SS to work in pairs. - Tell SS to look through the list and say to which reading activities skimming should apply and give	- To integrate some speaking and to get

	explanations for their choices. - You may need to explain to SS what skimming is. (*Skimming means reading something over very quickly just to find out what it is generally about – to get the 'gist' of it.*) - Choose SS to give their answers. - Invite class opinions and comments. - Give feedback and comments.	SS to share opinions on 'skimming'
V. Home-work	**Sentence making** - Ask SS to make a sentence saying what part of the book they find most important or helpful.	- For SS to give an idea in writing

Appendix: Game – Puzzle it out

①



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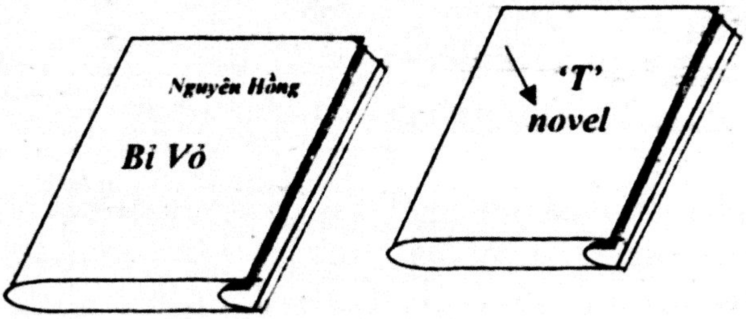


Unit 11 Books

Speaking

Objectives: - By the end of the lesson, students know how to evoke and express opinions.
- By the end of the lesson, students are more confident speaking English.

Skills: - Speaking: evoking and expressing opinions;

Teaching aids: - cards

Stage	Procedure	Aims
I. Warm-up	**Game: Read that!** - Divide the class into small groups of four or five. - Each group writes on a piece of paper 3 sentences saying what they think about English and learning English. The sentences should not be too long, but they should make sense. - Tell the groups to exchange their pieces of paper and try to read aloud the sentences written on the piece of paper they receive. - Ask SS what they think of the sentences, if they agree with the ideas. Transition: These sentences express your opinions. What if you want to know people's opinions? Today we'll practise how to evoke opinions and express ours. - Write on the board: **Unit 11 Books - speaking**	- To create interest. and to introduce the lesson
II. Pre-speaking	**1. Checking (✓) the qualities mentioned** (Task a, p. 140) - Have SS read the conversation between Minh and Tung about Sherlock Holmes and check the qualities that Tung thinks Holmes has. - Tell SS to work in pairs and compare answers. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To provide a sample with the target language used

	2. Introducing useful language - Elicit and introduce some more common expressions used to evoke opinions and express opinions.	
	Useful Expressions *Evoking opinions* ∘ What do you think about …? ∘ What's your opinion on/about …? ∘ How do you feel about …? ∘ Are you opposed to / in favor of …? ∘ I'd be interested to know yous thoughts on … ∘ Do you think …? ∘ Why do you think …? ∘ Why's that? ∘ … *Expressing opinions* ∘ … ∘ As far as I'm concerned, … ∘ From my experience, … ∘ To me, … ∘ I guess … ∘ I don't see anything wrong with …	- To provide language input to facilitate speaking tasks later - For SS to be able to use a variety of expressions
III. While-speaking	**Activity 1: Expressing opinions on some book, writer, or character** (Task b, p. 141) - Pair off SS and tell them to talk about their opinions on a certain kind of book, writer or character. - Tell SS they can use the prompts provided for help. - Go round to monitor and give help where necessary. - Choose a few pairs to act out their exchanges in front of the class. - Invite class opinions and comments. - Give feedback and comments.	- To provide practice on giving opinions and get SS to talk freely
	Activity 2: What do you benefit from reading? - Have SS work in small groups.	- To provide

	- Tell SS to discuss and make a list of the benefits they get from reading literature, such as: *novels*, *short stories*, *poetry*, and *plays* and share it with the class. - Choose SS to present the opinions of their groups to the rest of the class. - Invite class opinions and comments. - Give feedback and comments.	more free practice
IV. Post-speaking	**Listening: The joys of literature** - Tell SS they are going to listen to two people discuss what people learn from reading literature. - Ask SS to make a list of the main points they make as they listen to you. - Read the conversation (**Appendix**) and have SS take notes. - Choose SS to read out their notes and check with the class. - Have SS listen again and check. - Go over the answers with the class. Possible answers: 1. You learn practical things like vocabulary. 2. You learn someone else's point of view. 3. You can see what it would be like to be a different person. 4. You can learn about different cultures. 5. You learn different styles of writing. 6. You can be inspired by the characters. 7. You learn to develop your imagination. 8. You learn facts about different subjects. - Ask SS to compare and see if they came up with similar opinions.	- To integrate some listening and to allow SS to compare with their opinions
V. Home-work	**Sentence making** - Tell SS to make a sentence or two about what we can learn from reading literature.	- Sth to do at home

Appendix: Listening

Listening scripts:

A: Well, you know, there are the practical things – you know, you learn better vocabulary, and .... actually I think the best thing you learn from literature is you learn someone else's point of view. For instance, if I read a book that's from a male viewpoint, then I learn more about the male viewpoint. Male ideas, male opinions ...

B: Yeah. And I think it's more than that. Like when you read, you become another person and you can see what it would be like to be in that situation. It's a way to try out being different people.

A: Right! Or if you read a book about someone from a different country, then you learn all about their culture and how they think about things. And what else? Well, I guess you learn different writing styles. I mean, it's not something that you really look for, but you pick it up along the way.

B: Yeah, sometimes I'm reading a certain type of poem, and I think, wow, I like that! You know, I want to try that. It really helps you with your own writing.

A: Oh, definitely. And you can also be influenced or inspired by characters in literature. Even though they're not real people, some characters are so well developed that you just want to have them as your friend.

B: OK, what else? You know, I also think reading, to a certain degree, ... it trains your mind to imagine. I think that reading in most cases engages you more than a movie. You learn to imagine from a book, not a movie.

A: Well, that's true. And, you know, I think I've learned most of my facts and history from literature.

Unit 11 Books

Writing

Objectives:

- By the end of the lesson, students are able to write a description of a character in a novel.
- By the end of the lesson, students improve their writing skill.

Skills: - Writing: writing a description of a character

Teaching aids: - handouts

Stage	Procedure	Aims
I. Warm-up	**Game**: **Who wrote it?** - Divide the class into two groups, A and B. - Tell SS to listen to the names and try to be the first to shout out the name of the author. For example: T: Bi Vo S: Nguyen Hong These are some suggested names: EMMA (Jane Austen) ROMEO AND JULIET (William Shakespears) THUY KIEU (Nguyen Du) THE LAST LEAF (O. Henry) HARRY POTTER (J.K. Rowling) - A correct answer earns the group one point. - The group with more points wins the game. - Keep a running total of points for each group on the board. - Declare the winner. - Ask SS if they have read any of these novels and what they like or remember about these stories. Transition: Today we'll practise writing a description of a character in a book. - Write on the board: **Unit 11 Books – Writing**	- To create interest, and to introduce the lesson
II. Pre-writing	**1. True – False statements about the sample** (Task a, p. 142) - Ask SS to read the sample description and then read the statements and decide whether they are true or false. - Ask SS to correct the false statements. - Tell SS to compare answers in pairs. - Call on SS to give answers and explanations for their choice. - Invite class opinions and comments. - Go over the answers with the class. (*See Teacher's Guide for answers*) **2. Questions and answers** (Handouts)	- To provide a sample and for SS to have an idea what a description is like

	- Write these questions on the board and tell SS to scan the text again and find the answers. 1. List the adjectives, and noun phrases used to describe the man. 2. What was his great deed? - Have SS work in pairs and compare answers. - Call on SS to give answers to the questions and check with the class. Suggested answers: 1. admirable, great, old, greatest hero, 'a failure in art', life-saving and life-improving 2. He sacrificed his life for the girl's. / He painted the leaf during the dreadful night in spite of his pneumonia and old age, and his own life to save the girl's life.	- For SS to see why and how the writer admired the character
	3. Writing guidelines - Elicit and introduce to SS some guidelines in writing a description of a character. A description of a character should say: • Which character you find the most interesting / you admire the most, and the reasons why /how the character was described and how you feel about him/her • The most striking feature of the character and how it impresses you • What the story is about and what the central problem of the story is, and how it is solved	- To give SS an idea what to include in the description
III. While-writing	**Activity 1**: **Sentence building** (Handouts) - Deliver handouts with a description in cues. - Tell SS to make full sentences from the cues to complete the description. - Have SS compare answers in pairs. - Choose SS to write the completed description on the board for the class to check together. Expected answers: 1. On that opening page, almost everything about him is described as old – characteristics such as the wrinkles on his neck and the many scars on	- To provide some controll-ed practice

	his hands. 2. Interestingly enough, however, you are also told that his eyes are not old; they are 'cheerful', and 'undefeated'. 3. This makes you feel such enormous sympathy for the old man. 4. You very much want him to bring home another fish, before he becomes too old to go out to sea.	
	Activity 2: Writing an outline - Tell SS to think of a character in a story they have read. - Get SS who choose the same character or story to work together in pairs or small groups. - Ask SS to write an outline of the description of the character. - Remind SS to include a topic sentence, supporting details and a concluding sentence.	- Group-work for a change of focus, and for SS to share ideas
	Activity 3: Writing the description - When SS have finished with the outline, get them to work individually and write the description. - Tell SS to refer to the guidelines for help and to use connectors to link ideas. - Go round to monitor and give help where necessary.	- To get SS to write the description themselves
IV. Post-writing	**Peer Correction** - Have SS work in small groups. - Tell SS to take turns reading one another's descriptions and check together. - Ask SS to answer these questions as they read: 1. Does your friend's description say how the character was described and his feelings about him/her? 2. Does it say what the story is about? 3. Does it include the central problem and how it was solved? - Choose SS to write their paragraph on the board to check as a class. - Invite the class to give opinions and comments. - Give feedback and comments.	- For SS to share and learn from each other

V. Home-work	**Learning from peers** - Tell SS to exchange writings with partners and read at home. This way they can learn from their friends'.	- Sth to do at home

Appendix: **Activity 1 - Sentence building**

Make full sentences from the sets of words given to have a complete description of the character in 'the Old Man and the Sea'.

1. that opening page, / almost everything / him / describe / old – characteristics / such / wrinkles / neck and the many scars / hands.

   ____

   ____

2. Interestingly enough,/ however, / you also / be tell / eyes / not old; they / 'cheerful', and 'undefeated'.

   ____

   ____

3. This make / you feel / such enormous sympathy / old man.

   ____

4. You very much / want him / bring home / another fish, before he become / old / go out to sea.

   ____

   ____

Unit 11 Books

Language Focus

Objectives: - By the end of the lesson, students are able to use compound adjectives (adj. + noun + ed) correctly.
- By the end of the lesson, students can distinguish between transitive and intransitive verbs.

Skills: - Language use; writing

Teaching aids: - handouts; word cards

Stage	Procedure	Aims
I. Warm-up	**Game: Match up** - Arrange SS to work in small groups. - Give each group a set of word cards (**Appendix 1**) and a poster. - Get the groups to match the word cards so that they form compound adjectives and stick the adjectives on the poster. - Tell SS to stick their posters on the board. - The group with the most correct adjectives win the game. - Declare the winner. Suggested Answers: Blue-eyed; good-natured; open-minded; Straight-haired; cool-blooded; old-fashioned Transition: Part of our lesson today focuses on this type of compound adjectives. - Write on the board: **Unit 11 Books – Language focus**	- To create interest, and to introduce the lesson
II. Word study	**WORD STUDY** **Compound adjectives:** **adj. + noun + ed** **Activity 1: Matching to form adjective compounds** (Task a, p. 143) - Ask SS to match an adjective in column A with a suitable noun in column B and then add –ed to the noun to form an adjective compound. - Have SS work in pairs and compare answers. - Call on SS to read the newly-formed compound adjectives. - Check the answers with the class. (*See Teacher's Guide for answers*) - Check to see if SS know the meanings of these compounds. **Activity 2: Gap-filling** (Task b, p. 143) - Tell SS to read the sentences and fill in each space with a suitable compound adjective just formed in the previous task.	- To introduce the point - To give some controlled practice - To make sure SS know the meanings of the compounds - To provide

	- Have SS work in pairs and compare answers. - Call SS to read out their completed sentences and check the answers with the class. *(See Teacher's Guide for answers)* **Activity 3: Rewriting sentences using compound adjectives** (Handouts) - Pair off SS and give out handouts. (**Appendix 2**) - Tell SS to read the sentences provided and rewrite them using compound adjectives. - Have SS compare answers in small groups when they have finished. - Choose SS to write their answers on the board and check with the class. - Invite class opinions and comments. - Give feedback and comments. Expected answers: 1. His girl friend is a *curly-haired* and *brown-eyed* young girl . 2. In my opinion, a judge must be *open-minded.* 3. A social worker should be *kind-hearted.* 4. A mountain climber needs to be *cool-headed* and *strong-willed.* 5. The director seems *absent-minded* now. This morning he wore two *different-colored* socks.	practice on the language in context - To challenge SS with some practice on language use
III. Grammar	**Transitive and intransitive verbs** Verbs can be **transitive** or **intransitive**. ➢ **Intransitive** verbs are those used without an object. - *She was **shouting** loudly.* ➢ **Transitive** verbs are those that must have a direct object. - *He was **eating an apple**.* - *I have **typed the report**.* Some verbs in English are always transitive and some are always intransitive, but many can be either transitive or intransitive. - *The baby's **sleeping**.* (intransitive)	- To introduce another language point - To provide the form and use of the verb

	- ***We'll send*** *the package later.* (transitive) - *I* ***have*** *already* ***eaten****.* (intransitive) - *I* ***have eaten*** *the cake.* (transitive) **Transitive** verbs can be divided into three types: • **Mono-transitive** - verbs that have one direct object Subject + verb + direct object (SVOd) - *I* ***enjoy pop music****.* • **Di-transitive** – verbs that have two objects. Subject + verb + indirect obj. + direct obj. (SVOiOd) - *He* ***gave me some advice****.* • **Complex-transitive** – verbs that have a direct object and an object complement (SVOdCo). - *She* ***considers him a good friend****.* Notes: Only transitive verbs can have the passive form, but not all transitive verbs can be changed into the passive. - *I* ***have a car****.* (transitive) (But we can't say: * '*A car is had by me.*').	types
	Activity 1: Transitive or intransitive? Completing the chart (p. 144 – 145) - Tell SS to read through the passage, and decide if the verbs underlined are transitive or intransitive and put them in the correct column. - Tell SS to consider the phrase following each verb; whether it is a noun phrase or adverbial phrase. - Have SS compare answers with their partners. - Call on SS to read out the verbs they have in each column and check with the class. - Go over the answers with the whole class. *(See Teacher's Guide for answers)*	- To provide SS with some controll-ed practice
	Activity 2: Changing into the passive (Handouts) - Give out handouts with sentences. **(Appendix 3)** - Tell SS to read the sentences and change them into the passive if possible. - Remind SS to pay attention to the verb phrase. - Have SS compare answers with a partner.	- To provide free practice on the point in

	- Call on SS to write their answers on the board. - Invite class corrections and comments. - Go over the answers with the class. Expected answers 1. I was told not to tell anyone about the prize. 2. *Impossible* 3. Gunpowder was invented by the Chinese centuries ago. 4. Vegetarian foods are enjoyed by lots of people these days. 5. Most of the businesses in the town are owned by the local people. 6. *Impossible* 7. She was stopped on the way.	connection with a closely related one
	Activity 3: Noughts and Crosses (Poster) - Prepare a poster with verbs on. (**Appendix 4**) - Divide SS into two groups, Nought (0) and Cross (x). - Tell SS to take turns to choose a number. Uncover the box to reveal the verb and say 'transitive' or 'intransitive' (or 'passive' to make it more challenging) and the group must make a sentence using the verb in the type required. - If the verb can't be transitive or intransitive as required, tell SS to shout 'Impossible!' - With a suitable answer, the group gets a nought (0) or cross (x) in the box. If the sentence is incorrect, the other group makes a sentence and score the point in the box. - The first group to get 5 crosses or noughts in a line wins the game.	- Time for production in an interesting way
IV. Homework	**Sentence Making** - Tell SS to write three sentences about their daily activities or experiences, one with a 'transitive only' verb, one with an 'intransitive only' verb, and another with a verb that can be transitive or intransitive.	- For SS to review the verb types

Appendix 1: Game – Match up

blue
minded
natured
straight
open
good
old
blooded
cool
fashioned
eyed
haired

Appendix 2: Activity 3 - Rewriting sentences using compound adjectives

Rewrite the sentences using compound adjectives.

1. His girl friend is a young girl with curly hair and brown eyes.

____

2. In my opinion, a judge must be open to other people's ideas.

____

3. A social worker should have a kind heart.

____

4. A mountain climber needs to have a cool head and a strong will.

____

5. The director seems forgetful now. This morning he wore two socks of different colors.

____

Appendix 3: Activity 2 – Changing into the passive

Change the sentences into the passive if possible. Otherwise, write 'impossible'.

1. He told me not to tell anyone about the prize.

____

2. My watch has stopped working.

____

3. The Chinese invented gunpowder centuries ago.

____

4. Lots of people enjoy vegetarian foods these days.

____

5. The local people own most of the businesses in the town.

____

6. He rides to work every morning.

____

7. Someone stopped her on the way.

____

Appendix 4: Noughts and Crosses

EAT	LAUGH	PRACTISE	DO	DISCUSS
RISE	SMILE	SWIM	LEARN	HAVE
KNOW	JOG	WANT	DRIVE	WRITE
READ	ENJOY	PLAY	SPEAK	THINK
OPEN	WORK	FIND	SIT	TAKE

Unit 12 Water Sports

Reading Comprehension

Objectives:
- By the end of the lesson, students are able to read for specific information or details.
- By the end of the lesson, students improve their skill of skimming.
- By the end of the lesson, students know more about water sports.

Skills: - Reading: scanning, skimming; speaking

Teaching aids: - handouts,

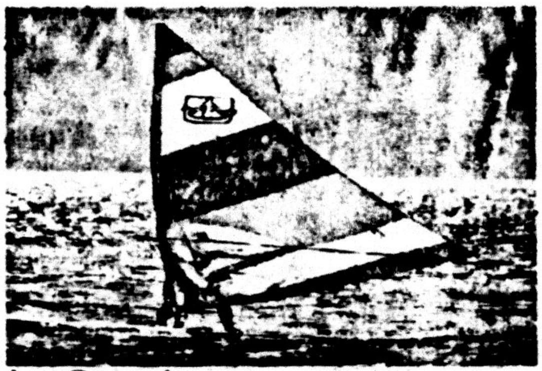
Stage	Procedure	Aims
I. Warm-up	**Game: 'Slow Reveal'** - Put a picture in a large envelop or behind a piece of paper. **(Appendix 1)** - Reveal the picture in stages (allow SS to see only part of it). At each stage, ask SS to identify what they can see and what the whole picture might be. - Encourage differences of opinion and promote discussion. - The first student to call out what the picture is wins the game. - Declare the winner. (Expected: wind surfing) Transition: Wind surfing is a water sport. There are many other water sports and we will get to know about them in Unit 12.	- To create interest, to engage SS, and to lead to the topic - To create competition and learning atmo-

	- Write on the board: **Unit 12 Water Sports - Reading**	sphere
II. Pre-reading	**1. Matching pictures with sports** (Task a, p. 146) - Tell SS to look at the pictures and match them with their names. - Call on SS to give answers and check with the class. (*See Teacher's Guide for answers*) - Ask SS to distinguish some of the sports. - Invite the class to discuss and share opinions. - Give feedback and comments.	- To help SS be aware of different types of water sports
	2. Which sport, which equipment? - Ask SS to work in pairs and discuss which sport needs the equipment mentioned. - Call on SS to give opinions and check with the class. (*See Teacher's Guide for answers*)	- For SS to know about sport equipment
	3. Teaching vocabulary - Teach the following words through elicitation and explanations. . plunge /plʌndʒ/ (v.) = fall into sth suddenly and with force (lao, nhảy vào …) . cramp /kræmp/ (n.) = sudden and painful tightening of the muscles making movement difficult (sự bị chuột rút) . cautious /ˈkɔːʃəs/ (about/of sth) (adj.) = careful (thận trọng) caution (n.) . obstacle /ˈɒbstəkl/ (n.) = thing in the way that either stops progress or makes it difficult (vật cản, chướng ngại vật) . trap /træp/ (v.) = keep sb in a place from which he want to move but cannot (mắc kẹt)	- To expand SS knowledge of vocab. connected with the topic 'water sports'
	- Read the words, one by one, and ask SS to repeat.	- To practise pronuciation
	4. Checking vocabulary: synonym or explanation - Read out the synonym or explanations of a word	- To see if SS

	and ask SS to call out the word. - Give feedback and comments.	remember the words
III. While-reading	**Activity 1**: **Where's it found?** (Task a, p. 148) - Tell SS to skim the texts and say where they are most likely found. - Have SS work with a partner and compare answers. - Call on SS to give their answers. - Invite the class to give opinions and go over the answers with the class. (*See Teacher's Guide for answers*)	- To train the reading skill of skimming
	Activity 2: **Checking the correct box for the tips** (Task b, p. 149) - Ask SS to scan the extracts about the precautions for safety of the sports and then check the correct box. - Tell SS to work with a partner and compare answers. - Call on SS to say which sport each precaution is for. - Go over the answers with the class. (*Seu Teacher's Guide for answers*)	- To develop SS skill of scanning for specific information
	Activity 3: **Multiple Choice Questions** (Handouts) - Deliver handouts (**Appendix 2**). - Tell SS to read the sentences and choose a suitable word or phrase to complete each sentence. - Have SS work with a partner and compare answers. - Call on SS to give their answers. - Invite the class to give opinions and comments. - Give feedback and comments. Expected answers: 1. C 2. B 3. B 4. A 5. D	- To provide more practice on scanning
IV. Post-reading	**Discussion** - Arrange SS to work in small groups. - Tell SS to discuss and share ideas on the following questions: 1. Why shouldn't people drink alcohol before practising some sports? 2. Why shouldn't a scuba diver rise to the surface of the water too quickly? 3. Discuss and give opinions on precaution tips for a	- To allow SS to express themselves and share opinions

	certain sport. - Move around to monitor and give help where necessary. - Then, choose SS to present their groups' opinions to the class. - Invite class opinions and comments. - Give feedback and comments.	
V. Home-work	**Writing** - Tell SS to write a set of precaution tips for the sport they discussed in their group.	- Some practice on writing

Appendix 1: Game – Slow reveal



Appendix 2: Activity 3 - Multiple Choice Questions

Read the extracts and choose an option that best answers each of the questions.

1. What shouldn't we do before diving into the water?
   A. know the depth of the water B. put our head and arms up
   C. drink wine D. warm our body up
2. A life vest is essential when ______
   A. you do water sports. B. doing water-skiing.
   C. you go scuba diving. D. the weather is bad.
3. Which of the following should be careful of other people or obstacles?
   A. board divers B. jet- and water-skiers
   C. scuba diver D. all of the above
4. Your boat should be equipped with ______ when you do water-skiing.
   A. a rear view mirror B. an observer
   C. a life vest D. all of the above
5. It can be inferred from the reading that when practising water sports ______.
   A. there should be an observer.

B. it's essential to check the equipment.
C. we shouldn't rise too quickly to the surface.
D. we should avoid bad weather.

Unit 12 Water Sports

Listening

Objectives: - By the end of the lesson, students are able to listen for specific information.
- By the end of the lesson, students improve their skill of listening for detail.

Skills: - Listening: scanning, listening for detail; speaking

Teaching aids: - CD, CD player; handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Word track** - Arrange SS to work in small groups of three or four. - Give each group a copy of the word grid with a five-letter word in the middle. (**Appendix**) - Tell SS to work within groups, take turns to add a letter making new words. - Score one point for each letter in the new words they make. Look at the example. The starting word is *SPORT*. Player 1 adds T and gets *spot*, *pot*, and *to* – 12 points. He doesn't get any points for *port* because it doesn't include the added T. - If a student spots a word that a player has missed, they get the points for that word. Player 2 notices *top*, he gets 3 extra points. - The student that scores the most points wins the game. - Declare the winner. Transition: You're warm enough to start the lesson now. In the listening section today, we'll listen to an interview with a disabled champion.	- To create interest, and to introduce the lesson

	- Write on the board: **Unit 12 Water sports - Listening**	
II. Pre-listening	**1. Brainstorming ideas** (Task a, p. 149) - Brainstorm ideas for what SS know about the Para Games or the Paralympics. - Give some prompts to help • who can participate • when or where they are often held • what sports are often included • what is the purpose of the Games • ... - Note down SS main ideas on the board. - Ask SS if they have ever watched such games and how they feel about the games and the participants. - Give feedback and comments.	- To brainstorm ideas and engage SS
	2. Eliciting vocabulary - Tell SS they are going to listen to an interview with a disabled champion in swimming, and tell them to write down words they think they will hear in the listening. - Note down SS words on the board. - Ask SS why they think these words will appear in the interview. - Give feedback and comments.	- For SS to learn about the different parts of a book and what they are about
III. While-listening	**Activity 1: Circling the words mentioned** - Play the recording and ask SS to listen and circle the words they hear in the listening. - Call on a student to circle the words on the board as they listen so that it is easy to check as a class. - Have SS listen again ad check together.	- To guide SS to the listening and get them to think of what they may hear
	Activity 2: True – False statements (Task b, p. 150) - Ask SS to read through the statements and keep in mind which information they need to look for. - Have SS listen to the recording and decide whether each statement is true (T) or false (F). - Call on SS to give answers and elicit explanations	- To provide practice on

	for their choices. - Invite class opinions and give feedback. - Ask SS to listen to the recording again and check the answers. *(See Teacher's Guide for answers)*	listening for details
	Activity 3: **Gap questions** (Task c, p. 150) - Ask SS to read the gapped paragraph about the reading and think of a piece of information that can fill in each gap. - Tell SS as they listen to the recording pick out the missing information to fill in the gaps. - Play the recording and get SS to do the task. - Ask SS to work with a partner and compare answers. - Call on SS to read their completed paragraph. - Play the CD again and check the answers with the class. *(See Teacher's Guide for answers)*	- To train the skill of listening for specific information
IV. Post-listening	**Speaking** - Arrange SS to work in small groups. - Tell SS to discuss and share opinions on the following questions: • What do you learn from Minh Ha's story? • Do you know any other people who can do the 'impossible' like Ha? • What might you learn from their strong will and their achievements? • What should you do in your advantageous condition? - Choose SS to present the opinions of their group to the rest of the class. - Invite class opinions and comments. - Give feedback and comments.	- To integrate some speaking and to get SS to share opinions
V. Home-work	**Sentence making** - Ask SS to make a sentence about Ha, her condition, what she achieved and how they feel about it.	- Sth to do at home

Appendix: **Game – Word track**

S	P	O	R	T

Example:

	A	T		
S	P	O	R	T

Unit 12 Water Sports

Speaking

Objectives: - By the end of the lesson, students know how to express opinions and preferences.

- By the end of the lesson, students are more confident speaking English

Skills: - Speaking: expressing opinions and preferences;

Teaching aids: - cards

Stage	Procedure	Aims
I. Warm-up	**Game**: **Sport Categories** - Divide SS into small groups of four or five. - Ask SS to work in groups, write a list of different sports for each of these headings. winter sports water sports table sports animal sports fighting sports team sports	- To create interest, and to introduce the lesson

	- The group with the most suitable sports wins the game. - Set a time limit and have SS start the game. - Declare the winner. Transition: You're 'warm' enough to start the lesson. Today we'll practise expressing opinions and references. - Write on the board: **Unit 12 Water sports - speaking**	
II. Pre-speaking	**1. Acting out the exchange** (Task a, p. 150) - Have SS work in pairs and act out the exchange between Tom and Linda. - Call on a pair to act it out in front of the class. - Tell SS to pick out and write the expressions/ the phrases Tom used to express opinions and preferences in the columns. **2. Eliciting and Introducing useful language** - Elicit and introduce some more common expressions used to express preferences. **Useful Expressions of Preferences** • I prefer … to … • I'd rather … • I'd prefer … • I find … more (interesting / enjoyable / …) • I like … better / more than … • I have a strong preference for … . • I choose … in preference to … • It's better to … • …	- To provide a sample with the target language used - To provide language input to facilitate speaking tasks later
III. While-speaking	**Activity 1: Which do you prefer?** (Task b, p. 151) - Pair off SS and tell them to talk about the sports they like and the one they prefer. - Tell SS they can use the prompts provided for help, and they can refer to the following criteria to give reasons for their choice: • cost of game / sport	- For SS to practice expressing opinions and

	• equipment needed • speed required • safety • dependence of weather - Go round to monitor and give help where necessary. - Choose a few pairs to act out their exchanges in front of the class. - Invite class opinions and comments. - Give feedback and comments.	preferences
	Activity 2: **Why I prefer ...** (cards) - Have SS work in groups of five or six students. - Give each group a set of cards with two sports on. **(Appendix)** - Within groups, SS take turns to take a card and make a sentence about the sports on the model: *'I prefer* xxxxxx *to* xxxxxx *because ...'* - Tell SS they can't repeat their friends' ideas but use something different or put it another way. - Move around to monitor and give help. - Invite class opinions and comments on the game. - Give feedback and comments.	- To provide more free practice
IV. Post-speaking	**Writing** - Tell SS to write a sentence or two about the sport they prefer to another and the reasons why. - Give an example: *'I prefer swimming to water-skiing because it is cheap and simple. You need almost nothing and you don't need much skill.'* - Go round to monitor and give help where necessary. - Have SS exchange writings and check each other's. - Choose SS to read out their sentences and check with the class. - Give feedback and comments.	- To allow SS to express their preferences in writing
V. Homework	**Language review** - Tell SS to review the language used to express opinions and preferences.	- Sth to do at home

Appendix: **Activity 2 – Why I prefer …**

Fishing
Water-skiing

Surfing
Water polo

Wind surfing
Diving

Scuba diving
Jet-skiing

Rowing
Water-skiing

Diving
rowing

Unit 12 Water sports

Writing

Objectives:
- By the end of the lesson, students are able to write instructions for something.
- By the end of the lesson, students improve their writing skill.

Skills:
- Writing: giving instructions for doing a sport

Teaching aids:
- handouts

Stage	Procedure	Aims
I. Warm-up	**Game**: **Name the Sport** - Divide the class into two groups, A and B. - Ask SS to call out the name of the place. - Tell SS you are going to give them some cues about certain sports. If they call out the name of the sport on the first cue, they score 3 points; on the second cue, 2 points and on the third, 1 point. - The group that scores more points is the winner of the game. - Declare the winner. These are the cues: 1. a. It's ball sport. (*Basketball*) b. You use your hands to play. c. You need to throw the ball into a basket. 2. a. it's a water sport. (*Swimming*) b. It doesn't require any special equipment. c. You just need a swimsuit.	- To create interest, and to introduce the lesson

	- Ask SS if they know how to practise these sports. Transition: Today we'll practise writing a set of instructions for a sport. - Write on the board: **Unit 12 Writing**	
II. Pre-writing	**1. Completing the instructions** (Task a, p. 151) - Ask SS to read the sample instructions for diving and fill in each blank with a suitable word. - Tell SS to compare answers in pairs. - Call on SS to give answers by reading out the complete instructions. - Invite class opinions and comments. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To provide a sample
	2. Recognizing verb forms and sequence markers - Tell SS to read through the instructions and underline the verb forms used. *get up, keep, bring, bend, should be* - Ask SS what the form of verb is. Expected: *imperative form, should + verb* - Then ask SS to list the words that help them know the sequence or order to follow. Expected: *Firs, next, then, after that, finally* - Tell SS it's common in giving instructions to use imperative verbs and sequence markers to make things clear and easy to follow, which is most important of the task.	- For SS to know the verb forms used and the sequence markers to show the order of things
III. While-writing	**Activity 1: Ordering and making full sentences** (Task b, p.152) - Ask SS to work in pairs, look at the pictures and the prompts given for the instructions for backstroke start techniques. - Tell SS to put the pictures in the correct order of the action, and then make full sentences from the prompts provided to complete the instructions. - Have SS compare answers in groups. - Choose SS to write the complete instructions on the board for the class to check together.	- To provide some controll-ed practice

	- Go over the answers with the class. *(See Teacher's Guide for answers)*	
	Activity 2: Writing instructions from cues (Task c, p. 153) - Tell SS to look at the pictures and the cues given; then make full sentences from the cues to finish the instructions for breaststroke start techniques. - Get SS to compare answers with partners. - Choose SS to write the complete instructions on the board for the class to check together. - Go over the answers with the class. *(See Teacher's Guide for answers).*	- More practice to familiarize SS with the writing task
	Activity 3: Writing instructions for a water sport - Put SS into pairs. - Tell SS to choose one of the topics provided and write a set of instructions. - Remind SS of the verb form and the use of sequence markers. - Go round to monitor and give help where necessary.	- To get SS to write the instructions themselves
IV. Post-writing	**Peer Correction** - Have SS work in small groups. - Tell SS to take turns reading one another's instructions and check together.	- For SS to share and learn from each other
	- Ask SS to answer these questions as they read: 1. Are there sequence markers used to show the order of things? 2. Are the verbs in imperative or second person? 3. Is it clear, simple and easy to follow? - Choose SS to write their instructions on the board to check as a class. - Invite the class to give opinions and comments. - Give feedback and comments.	- For SS to know how to assess a piece of writing
V. Homework	**Learning from peers** - Tell SS to exchange writings with partners and read at home. This way they can learn from their friends'.	- Sth to do at home

Unit 12 Water sports

Language Focus

Objectives: - By the end of the lesson, students know nouns for people who do particular sports.

- By the end of the lesson, students know how to use clauses or phrases or purpose correctly.

Skills: - Language use; writing

Teaching aids: - handouts; pictures

Stage	Procedure	Aims
I. Warm-up	**Game: Cut-up Pictures** - Divide the class into three groups, A, B and C. - Give each group the pieces of 3 pictures (a swimmer, a football player, and a cyclist) cut-up and shuffled. - Tell the groups to put the pieces together to have complete pictures and then write the names in the space provided. - When they have finished, stick their pictures on the board. - The first group to finish and get all correct scores 5 points. With a correct name, the group wins another 5 points. - The group with more points wins the game. - Declare the winner. - Ask SS what sport does each do. Transition: In part of the lesson today, we will learn nouns for people who do particular sports. - Write on the board: **Unit 12 Water sports – Language focus**	- To create interest, and to introduce the lesson
II. Word study	**WORD STUDY** **Nouns for people who do particular sports** The suffix –er is often used with sport verbs to make them into nouns for the people who do the sports. Sometimes –ist is used in stead of –er. For example:	- To introduce the point

	swimmer, football player, cyclist, …	
	Activity 1: Completing the table with nouns for the person who does the sport (Task a, p. 154) - Ask SS to write a noun for the person in the column by adding *player* or *–er*, or *–ist*. - Have SS work in pairs and compare answers. - Call on SS to read out the nouns for people. - Check the answers with the class. (*See Teacher's Guide for answers*)	- To give some controlled practice
	Activity 2: Questions and Answers (Task b, p. 154) - Tell SS to work in pairs, ask and answer the questions about the people who do a certain sport. - Call on SS to act out their exchanges and check with the class. - Give feedback and comments. (*See Teacher's Guide for answers*)	- To provide more practice on the point
	Activity 3: Completing the table (Handouts) - Pair off SS and give out handouts. **(Appendix 1)** - Tell SS to make questions for their partner in order to get the information missing to fill in the blanks. - Give a model: T: *What do you call a person who rows a boat?* S: *A boat rower* T: *What sport does a boxer do?* S: *Boxing.* - Have SS compare answers in small groups when they have finished. - Choose SS to make questions and answers and check with the class. - Give feedback and comments.	- To provide more practice in a meaningful way
III. Grammar	**Adverbial phrases and clauses of purpose** - Elicit from SS the form, meaning and use of the adverbial clauses / phrases of purpose. ➢ **Form** Present / future purpose	- To introduce another language point

so that	+ S + will (not) / can + **V-bare inf.**
in order that	

- *She studies English* ***so that she can get a good job.***

Past purpose

so that	+ S + would (not) / could + V-bare inf.
in order that	

- *He left early* ***in order that he wouldn't be late.***

Instead of clauses we can use infinitive phrases:

to
in order to + infinitive
so as to

- To provide the form and use of the verb types

➢ **Meaning**

so that / in order that = with the result that

➢ **Use**

So that and *in order that* are used to express purpose, to say why we do things.

- *He plays sport* ***in order to keep fit.***

Activity 1: Combining sentences using clauses of purpose (p. 154 – 155)

- Tell SS to read the pairs of sentences and combine them using adverbial clauses of purpose with *so that* or ***in order that.***
- Remind SS of the verb form in the clause of purpose.
- Have SS compare answers with their partners.
- Call on SS to write their sentences on the board and check with the class.
- Go over the answers with the whole class.

(*See Teacher's Guide for answers)*

- To provide SS with some controll-ed practice

Activity 2: Rewriting sentences using adverbial phrases of purpose (Task b, p. 155)

- Tell SS to change and rewrite the sentences they have done in Task a using adverbial phrases of purpose with *in order to / so as to* if possible.
- Have SS compare answers with a partner.
- Call on SS to write their answers on the board.
- Invite class corrections and comments.

- For SS to practise using different structures to express

	- Go over the answers with the class. *(See Teacher's Guide for answers)*	the same thing
	Activity 3: Matching and answering questions (Task c, p. 155) (***This task can be set as homework.***) - Tell SS to answer the questions in column A using adverbial clauses or phrases of purpose with *so that*, ***in order that*** or ***in order to*** or *so as to* and a suitable phrase in column B. - Then ask SS to work with a partner and check answers by acting out the exchanges. - Call on some pairs to ask and answer the questions and check with the class. - Go over the answers with the whole class. *(See Teacher's Guide for answers)*	- To provide freer practice on the language point
	Activity 4: Information gap (Handouts) - Pair off SS as A and B, and give out handouts with complete and incomplete sentences. (**Appendix 2**) - Ask SS to work in pairs, make questions and give answers about the purpose to complete the sentences. - Model with a student: A: *Why did Joe leave the door unlocked?* B: *Joe left the door unlocked so that his friend could get in.* - Call on some pairs (both open and close pairs) to make questions and give answers. - Give feedback and comments.	- To provide a meaningful task and make it communicative
	Activity 5: Sentence making (Handouts) - Deliver handouts with some actions and purposes for those who want to succeed in life. (**Appendix 3**) - Get SS to make full sentences from these cues with a clause or phrase of purpose so that they are true to them. Tell SS they can use the cues or give a purpose of their own. - Have SS exchange their papers and check together. - Call on SS to read out their sentences. - Encourage SS to give corrections and comments. - Give feedback and comments.	- To personalize the task and let SS express their opinions or experience

IV. Home-work	**Sentence Making** - Tell SS to make a few sentences about themselves using clauses and phrases of purpose.	- More practice at home

Appendix 1: **Activity 3 - Completing the table**

Card A

The sport	*The person*
1. ______	boxer
2. skating	______
3. cycling	______
4. ______	climber
5. athletics	______
6. ______	yachtsman
7. ______	gymnast
8. high jumping	______

Card B

The sport	*The person*
1. boxing	______
2. ______	skater
3. ______	cyclist
4. climbing	______
5. ______	athlete
6. sailing	______
7. gymnastics	______
8. ______	high jumper

Appendix 2: **Activity 4 – Information gap**

Card A

Make questions for B to get the information to complete the sentences.

1. Joe left the door unlocked ______________________________.
2. Sue went to the library to get some books.
3. Tam is studying hard ______________________________.
4. Mr Hai is studying English so that he can get a better job.
5. Mike learns painting ______________________________.
6. They left very early in order that they could get there before midnight.
7. Nam drinks diet coke ______________________________.

Card B

Make questions for A to get the information to complete the sentences.

1. Joe left the door unlocked so that his friend could get in.
2. Sue went to the library ______________________________.
3. Tam is studying hard in order that she will be able to pass the final exam.
4. Mr Hai is studying English ______________________________.
5. Mike learns painting so that he can become an artist.
6. They left very early ______________________________.
7. Nam drinks diet coke in order not to gain weight.

Appendix 3: **Activity 5 - Sentence making**

You want to succeed in life. Following are some actions to take. Make sentences stating your purpose for each action.

ACTION		PURPOSE
• read a lot	→	(enrich knowledge)
• study hard	→	(develop skills)
• play sports	→	(stay healthy)
• learn English	→	(get a wide access to information /get a good job)
• listen to music	→	(relax / get rid of stress)
• watch TV	→	(learn more about the world)
• think positively	→	(not miss any opportunities)

Unit 13 SEA Games

Reading Comprehension

Objectives:
- By the end of the lesson, students are able to read for specific details.
- By the end of the lesson, students are able to read for gist or general information.
- By the end of the lesson, students have better knowledge of SEA Games.

Skills: - Reading: scanning, skimming; speaking

Teaching aids: - handouts, drawings

Stage	Procedure	Aims
I. Warm-up	**Game: 'Hot Seat'** - Ask for one student to the seat in the front of the class. - Divide SS into two groups, A and B. - Show the representative one word/ phrase each time and ask him / her to explain it to the groups so that they can call out the word / phrase. (Words of the same family cannot be used.)	- To engage SS, raise their interest and to introduce the topic

	- Tell SS to listen and try to call out the word. - The first group to call out the word scores one point. The group with more points wins the game. - Keep a running total of points for each group on the board. - Declare the winner. These are the words and phrases: **Olympic Games** **Asian Games** **Wimbledon** **World Cup** **SEA Games** - Ask SS: How often is SEA Games held? (Expected: every two years) Transition: In this unit we'll get to know more about SEA Games. - Write on the board: **Unit 13 SEA Games - Reading**	
II. Pre-reading	**1. Matching names with SEA Games mascots** (p.163) - Ask SS to look at the SEA Games mascots and match them with the names given. - Then tell SS to work with a partner and say which SEA Games the mascots symbolized. - Call on SS to give answers and check with the whole class. Expected answers: 1. B 2. D 3. C **4. A**	- To give SS an idea what the text is about
	2. Teaching vocabulary - Pre-teach the following words through elicitation and explanations. . solidarity /ˌsɒlɪˈdærətɪ/ (n.) = unity and agreement resulting from shared interests (sự đoàn kết) . mutual /ˈmju:tʃʊəl/ (adj.) = felt or done by each towards the other (hỗ trợ; qua lại) . owe /əʊ/ (sth to sb/sth) (v.) = recognize sth/sb as the cause or source of sth (có được cái gì là nhờ ...)	- To introduce some vocab. to help SS understand the text - To help expand SS' knowledge

	. comprise /kəmˈpraɪz/ (n.) = have as parts or members; be made up of (bao gồm, gồm có) . prosperity /prɒˈsperətɪ/ (n.) = state of being successful rich; good fortune (sự thịnh vượng) prosperous /ˈprɒspərəs / (adj.) = successful or thriving financially prosper (v.) = thrive . elegance /ˈelɪgəns/ (n.) = state of being tactful and stylish in appearance or manner (sự trang nhã, thanh lịch) elegant (adj.) - Read the words, one by one, and ask SS to repeat.	of vocab.
	4. Checking vocabulary: Gap-filling (Handouts) - Give SS handouts and ask them to complete the sentences using the correct forms of the words just learned. **(Appendix)**. - Tell SS to compare answers in pairs when they have finished. - Go over the answers with the class. Expected answers: *1. prosperity 2. solidarity 3. owes 4. mutual 5. elegant 6. comprises*	- To check the vocab. just learnt in new contexts
III. While-reading	**Activity 1: Completing the table** (Task b, p.165) - Ask SS to scan the text and pick out information about the SEA Games to complete the table. - Tell SS to work with a partner and compare answers. - Call on SS to give information about each SEA Games and check with the whole class. (*See Teacher's Guide for answers*)	- To develop SS' scanning skill
	Activity 2: Main ideas - Write down on the board two phrases about the main ideas of two paragraphs of the text. Par. ___ *a. A brief history of SEA Games* Par. ___ *b. General information about SEA Games* - Ask SS to skim the text and decide which paragraphs are about these ideas.	- To develop SS' skimming skill

	- Tell SS to write a number in the space provided. - When they have finished, tell SS to compare answers with a partner. - Call on SS to give answers and explanations for their choice. - Go over the answers with the class. Expected answers: *a. Par. 2; b. Par. 1*	
	Activity 3: True – False statements (Task c, p.165) - Tell SS to read the statements, then read the text and decide if the statements are true or false. - Ask SS to correct the false statements. - Tell SS to compare answers in pairs. - Call on SS to give answers and explanations for their choice. - Invite class opinions and comments. - Give feedback and comments. (*See Teacher's Guide for answers*)	- To practise reading for details
	Activity 4: Guessing the meaning of words from context (Task a, p.165) - Arrange SS to work in pairs. - Tell SS to find the words in the reading text, work out roughly what each word means based on the surrounding language, and match the words with their meanings in column B. - Call on SS to read out their choice and check with the class. (*See Teacher's Guide for answers*)	- To develop SS skill of guessing meaning of words in context
IV. Post-reading	**Discussion** - Divide SS into small groups. - Tell SS to work in their groups, discuss and share ideas on mascots and emblems of the 22nd and 24th SEA Games. - Go around to monitor and give help where needed. - Call on SS to report the opinions of their groups to the class. - Invite class opinions and comments.	- To allow SS to express themselves freely

	- Give feedback and comments.	
V. Home-work	**Vocabulary review** - Tell SS to read the text again and review the vocabulary learned in the lesson.	- Sth to do at home

Appendix : Checking vocabulary

Complete each sentence with a suitable form of a word just learned.

1. It's customary in our country to wish the bride and groom a life of happiness and ___________ .
2. We must show ___________ with the environmental activists.
3. She ___________ her success more to luck than to ability.
4. Both countries benefit from the ___________ assistance.
5. My brother tends to wear ___________ clothes whenever he leaves the house.
6. Our class ___________ learners from different cultural backgrounds.

Unit 13 SEA Games

Listening

Objectives: - By the end of the lesson, students are able to listen for specific information.
- By the end of the lesson, students are able to listen for detail.
- By the end of the lesson, students gain some knowledge about the 24th SEA Games.

Skills: - Listening: scanning, listening for detail;

Teaching aids: - CD, CD player, handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Crossword Puzzle** - Have SS work in groups of four. - Give out handouts. (**Appendix**) - Have SS work in groups and find the answer. - Tell SS to start as shown and find the question hidden in the puzzle. Then shout out the answer to that question. (Expected answer: The cat CAN) (Note: *The answer will be different after 2009.*) - Remind SS that the next word must continue right after the preceding word, and the letters can go in any direction: up, down, across or diagonal, forward or backward) - The first group to call out the correct answer win the game. - Declare the winner. Transition: In the listening today, we'll learn more about the mascot cat CAN, the emblem and the theme of the 24th SEA Games. - Write on the board: **Unit 13 SEA Games - Listening**	- To create interest and lead to the lesson
II. Pre-listening	**1. Brainstorming: Talking about the pictures** - Put SS into pairs. - Ask SS to look at the pictures and discuss what you know and think about them. - Call on SS to give their opinions. - Encourage SS to argue and give comments. - Give feedback and comments.	- To prepare SS for the listening tasks
	2. Teaching vocabulary - Introduce some vocabulary to help SS understand the listening text better. . good fortune /'fɔ:tʃun/ (n.) = vận may . mark /ma:k/ (v.) = đánh dấu . signify /'sɪnɪfaɪ/ (v.) = biểu thị . budget /'bʌdget/ (n.) = ngân quỹ	- To provide SS with some vocab. to help them understand the listening text

III. While-listening	**Activity 1**: **Gap questions** (Task b, p.166) - Ask SS to read the gapped sentences and think of what it may be in each space before listening to the CD again. - Play the recording again and tell SS to pick out the words or phrases to complete each sentence. - Tell SS to work with a partner and compare answers. - Call on SS to read their completed sentences and check with the whole class. (*Sea Teacher's Guide for answers*)	- To pracrise listening for details
	Activity 2: **Questions and Answers** (Task c, p.38.) - Have SS read through the questions and decide which information they need to look for. - Have SS listen to the recording and answer the questions. - Assign two SS to write the answers on the board. - Invite class opinions. - Have SS listen again and check the answers with the class. (*Sea Teacher's Guide for answers*)	- To provide SS with some practice in listening for specific information
IV. Post-listening	**Discussing and Reporting** (Task d, p.167) - Arrange SS to work in small groups of 5 or 6. - Have SS report the meanings of the mascot, emblem, and theme of the 24th SEA Games. - Tell SS to discuss and share ideas on the meanings of these of the 22nd SEA Games. - Call on SS to report about their groups. - Invite class opinions and comments. - Give feedback and comments.	- Personalisation is fun and challenging
V. Homework	**Writing** - Ask SS to write a sentence saying why the cat CAN was chosen as the mascot of the 24th SEA Games.	- For SS to revise some information

Appendix: Game – Crossword Puzzle

Start as shown and find the question hidden in the puzzle. Then shout out the answer. (The next word must continue right after the preceding word, and the letters can go in any direction: up, down, across or diagonal)

S	E	M	A	G	U	A	T	S	E
Y	O	T	F	A	A	E	S	E	T
N	T	X	L	M	O	F	T	J	A
A	E	B	O	L	T	A	G	H	L
K	I	O	M	Y	S	E	R	J	E
I	B	L	F	S	N	H	U	M	Y
S	F	I	D	C	V	T	H	I	S
O	T	G	T	I	S	Q	W	O	F
A	S	E	A	E	D	T	P	O	L
H	W	H	V	S	E	H	K	L	Z

↗

Expected answer:

S	**E**	**M**	**A**	**G**	U	A	**T**	**S**	**E**
Y	O	T	F	A	**A**	**E**	**S**	E	**T**
N	T	X	L	M	**O**	**F**	**T**	J	**A**
A	E	**B**	**O**	**L**	T		G	**H**	**L**
K	I	O	**M**	**Y**	**S**	**E**	R		**E**
I	B	L	F	S	N	**H**	U	M	Y
S	F	I	D	C	V	**T**	H	I	S
O	T	G	**T**	**I**	**S**	Q	W	O	F
A	S	E	**A**	E	D	T	P	O	L
H	**W**	**H**	V	S	E	H	K	L	Z

↗

"What is the symbol of the latest SEA Games?"

(Note: *The answer will be different after the year 2009.*)

Unit 13 SEA Games

Speaking

Objectives:
- By the end of the lesson, students are able to express attitudes towards something.
- By the end of the lesson, students feel more confident talking about something.

Skills:
- Speaking: expressing attitudes towards something; sharing ideas.

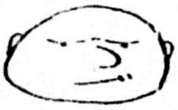
Teaching aids:
- handouts

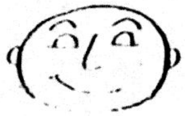
Stage	Procedure	Aims
I. Warm-up	**Game**: **How do they feel?** - Arrange SS to work in two or four groups. - Present the faces, one at a time, and ask SS to say how the person feels. (**Appendix**) - The first group to call out the correct expression wins one point. - The group with the most points wins the game. - Keep a running total of points for each group on the board. - Declare the winner.	- To raise SS interest, and to introduce the topic
	Transition: Facial expressions can tell us how we feel, what our attitudes are. But we often use language together with body language. Today we'll practise expressing attitudes in English. - Write on the board: **Unit 13 Speaking – Expressing attitudes towards the results of SEA Games**	- To draw SS attention to the key function
II. Pre-speaking	**Introducing useful language** - Tell SS to read the expressions given in the box and add more. - Note down SS ideas on the board and add more if any. - Have SS listen to you and repeat if necessary. - Remind SS of the intonation.	- To provide language input for speaking activities later

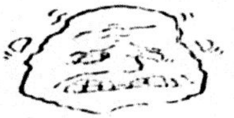
	Useful Expressions ○ *Expressing surprise or excitement:* ... (How) Wonderful! It's incredible! I can't believe my ears / eyes! It was great! ○ *Expressing disappointment:* ... That looks awful!	
III. While-speaking	**Activity 1: Comparing results** (Task a, p.167) - Have SS read the medal tables of the SEA Games. - Ask SS to work with a partner and compare the results of the countries in the two SEA Games. - Tell SS to compare answers in small groups. - Call on SS to give their **opinions** and check with the class. *(Students' personal answers)*	- For SS to speak and prepare for the next task
	Activity 2: Reporting results and expressing attitudes (Task b, p.169) - Put SS into small groups. - Call on SS to read the examples. - Have SS work in groups **and report** the results of the countries in the two SEA Games with an expression of their attitude. - Call on some students to **report** and express their attitudes. - Invite class opinions **and give** feedback and comments. *(Students' personal answers)*	- To provide some meaningful activity where SS put the target language into use
	Activity 3: Personalization (Task c, p. 169) - Tell SS to work in groups of four or five. - Have SS report to their friends the results of recent sporting events in their local area or their school and express their attitude. - Move around to control and give help if needed.	- To provide some personalized task and allow SS to speak freely and share

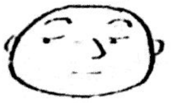
	- Call on SS to report and express their attitudes towards the results of some sport events. - Give feedback and comments.	experience
IV. Post-speaking	**Writing** - Have SS work individually and write a few sentences reporting the results of some sport event and express their attitudes towards the results. - Tell SS to swap their sentences with their partners and check for each other. - Call on SS to read their sentences and invite the class to give comments. - Give feedback and comments.	- For SS to express themselves in writing
V. Home-work	**Language review** - Ask SS to review the language used to express attitudes.	- Sth to do at home

Appendix: Game – How do they feel









Unit 13 SEA Games

Writing

Objectives: - By the end of the lesson, students are able to write an article about a sport.
- By the end of the lesson, students are able to organize an article.

Skills: - Writing: writing an article; reading; organizing

Teaching aids: - Cards, handouts, transparencies, OHP

Stage	Procedure	Aims
I. Warm-up	**Game: 'Bring me'** - Divide SS into two groups. - Tell SS to listen to your instructions and bring the required object to you as quickly as possible. - The first group to bring the correct thing earns one point. - The group that has more points wins the game. - Keep a running total of points for each group on the board. - Declare the winner. These are the suggested instructions: 1. Bring me something to write with. (Expected: a pen, a pencil, a piece of chalk, ...) 2. Bring me something red. (Expected: anything that is red in color.) 3. Bring me something to write on/in. (Expected: a notebook, a piece of paper) 4. Bring me something to put school things in. (Expected: a (school) bag, a pencil case) 5. Bring me your book. (Expected: student' s book) 6. Bring me something written in English. (Expected: an English book, an article, a magazine or anything that is in English.) 7. Bring me something to read for information. (Expected: a book, a newspaper, a magazine, ...)	- To create interest, and activate SS
	- Ask SS: What else can you get information from? Transition: In a newspaper or magazine, there are many different pieces of writing. These are called articles. Today we'll practise writing an article about a sport or game. - Write on the board:	- To introduce the lesson
II. Pre-writing	**Unit 13 SEA Games - Writing** **1. Gap questions** (Task a, p.170) - Have SS read the article about Sepak Takraw.	- To provide a sample

	- Ask SS to complete the sentences with the missing information. - Tell SS to compare answers with partners. - Call on SS to give answers and check with the class. (*See Teacher's Guide for answers*) **2. Completing the outline** (Handouts) - Arrange SS to work in pairs. - Give out handouts and ask SS to work with their partner and complete the outline. **(Appendix)** - Call on SS to read out their information in different parts of the outline. - Go over the answers with the class. Expected answers: Par. 1 Introduction Name of sport: Sepak Takraw Background information: popular in Southeast Asia; volleyball with use of feet and heads Par. 2 History Origin: based on Chinese game Development: spreading to Malaysia and Thailand five centuries ago; included in SEA Games in 1965 Par. 3 Game description Number of players: two teams, three players each team Equipment: a rattan ball, a net Rules of the game: How to play and win: using feet and heads to hit the ball over the net; two sets with a two-minute rest in between; winning point for a set: 21 points. Par. 4 Conclusion General impression and feelings: seems like dancing; one of the most exciting games	and give SS an idea of how things are organized - To provide SS with a general format of the writing to help with the writing tasks later
III. While-writing	**Activity 1: Discussing and writing an outline** - Tell SS to choose a sport/game they are interested in.	- To get

	- Have SS with the same sport or game form one group (or more if too big). - Tell SS, in groups, to discuss and write an outline for the article. - Tell SS they can use the outline in the handout in the previous task, and give information for each part. - Move around to monitor and give help where needed. - Tell SS they can ask other students in the class for what they are not sure of.	SS to share ideas and to make the writing task less stressful
	Activity 2: **Writing the article** - Ask SS to work individually and make full sentences of the details to have a complete article. - Remind SS to use sentence connectors and different structures to create a coherent article. - Move around to monitor and give help.	- To have SS practise writing themselves
IV. Post-writing	**Peer Correction** - When SS have finished, have SS work in small groups. - Ask SS to exchange their writings with their partners and answer these questions: 1. Does it include an introduction, history, description of game, and a conclusion? 2. Are there words used to connect ideas? - Then call on two (or four) students (who wrote about different sports) to write their articles on the board. - Ask the class to read the articles together and suggest corrections and improvement. - Encourage SS to give options and comments. - Give feedback and comments.	- For SS to correct and learn from one another
V. Homework	**Learning from peers** - Tell SS to swap their articles with their classmates (who belong to a different group). - Ask SS to read their friend's article at home, and make improvement if any and learn how their friend develop the details into the complete article.	- For SS to learn from each other

Appendix: **The outline of the article**

Title:	
Paragraph 1:	Introduction Name of sport / game: Background information:
Paragraph 2:	History Origin: Development:
Paragraph 3:	Game description Number of players: Equipment: Rules of the game: How to play and win:
Paragraph 4:	Conclusion General impression and feelings:

Unit 13 SEA Games

Language Focus

Objectives:
- By the end of the lesson, students learn more phrases that go with *play*, *do* and *go*.
- By the end of the lesson, students are able to use the structures of double comparison:

  more and more …; The more … the more …

Skills: - speaking; writing; language use

Teaching aids: - handouts

Stage	Procedure	Aims
I. Warm-up	**Game**: **How well can you remember?** - Assign SS to work in small groups of four or five. - Stick a set of pictures on the board. (You can get these pictures of people doing different sports on the	- To raise interest, engage

	Internet.) - Tell SS to study the pictures and try to remember what the people are doing in each picture. - Put the pictures away after 20 or 30 seconds. - Have SS write sentences about the pictures, saying what the people are doing in each picture. - Tell SS they have one (or two) minute to do it. - The group with the most correct descriptions wins the game. - Declare the winner. Suggested answers: 1. The people are playing / doing sports. 2. The boys are going swimming. 3. They are doing gymnastics. 4. The men are playing golf. 5. He / The man is doing weightlifting. - Ask SS: What are the main verbs used in these sentences? (Expected: *play*, *go*, and *do*) Transition: So with which sport do we use *play*, *go* or *do*? Part of our lesson today focuses on expressions with these verbs. - Write on the board: **Unit 13 Language Focus** **WORD STUDY**	SS and elicit the language point
II. Presentation Word Study	**Sports and games with *play, do* or *go*** **Activity 1: Categorizing** (Task a, p. 171) - Tell SS to work in pairs. - Have SS put the sports and games in the correct column under *play*, *go* or *do*. - Call on SS to list the sports and games they have in each column. - Go over the answers with the whole class. - Have SS repeat the repeat the phrases. (*See Teacher's Guide for answers*)	- To review a language point - For SS to realise different collocations
	Activity 2: Gap-filling (Handouts) - Pair off SS and give out handouts. (**Appendix 1**) - Tell SS to complete each of the sentences with a suitable expression in Activity 1.	- To give some practice

	- Tell SS to compare answers in groups. - Call on SS to read their completed sentences and check with the class. Suggested answers: *1. go fishing 2. go jogging 3. play football 4. done wrestling 5. do weightlifting 6. play badminton* (Note: Any other answers that are logical and correct are acceptable.) *(Task b, p.172 is set as homework)*	on language in use
Gram-mar	**GRAMMAR:** **Double comparison** ○ We use the double comparative structure with ***comparative + and + comparative*** to say that something is continuously rising. *comparative + and + comparative* - *It was getting **colder and colder**.* - *Consumer goods are becoming **more and more expensive**.* ○ We use two comparatives, each preceded by ***the***, to show that one quality or amount of something is linked to another quality or amount. In this structure, the first clause expresses a condition for the second clause. *The comparative ..., the comparative ...* - ***The bigger a flat is, the higher** the rent is.* - ***The more** he spoke, **the more excited** he became.*	- To review a grammar point
	Activity 1: Gap-filling (Task a, p.172) - Ask SS to read the paragraph and choose a suitable adjective or adverb for each space. - Tell SS to put the adjective or adverb in the correct form of the double comparative with *comparative and comparative*. - Have SS work with a partner and compare answers when they have finished. - Call on a student to read their completed paragraph and check with the whole class.	- To check SS' recognition and provide some practice

	(See Teacher's Guide for answers)	
	Activity 2: Rewriting the sentences (Task b, p.173) - Have SS work individually. - Ask SS to rewrite the sentences using the structure of double comparison with *the more, the more.* - Tell SS to work in pairs to compare answers. - Call on SS to write their sentences on the board. - Invite the class to give corrections and comments. - Give feedback and comments. *(See Teacher's Guide for answers)*	- For SS to practise using the new structure
	Activity 3: Sentence completion (Handouts) - Deliver handouts (**Appendix 2**). - Tell SS to complete the sentences with their own experience using double comparative structures. - Have SS work with a partner and compare answers. - Call on SS to write their sentences on the board. - Invite the class to give opinions and comments. - Give feedback and comments. (*Students' personal answers. Below are just some suggested answers.*) Some suggested answers: 1. *..., the better you know about the world / the more / better knowledge you gain / the better results you have / the more interested you are in it./ ...* 2. *..., the better results you get / the easier you find it is to study / ...* 3. *It's getting harder and harder / more and more difficult* to find a good job. 4. *..., the more fluently you can speak it / the better you can speak it / the better you are at it / ...* 5. *..., the more you know / the more you enjoy reading / the better you are at language / ...* 6. *..., the more likely you are to make mistakes / the more mistakes you may make /...*	- To provide SS with some more practice and challenge SS with some personal experience / ideas

III. Home-work	**Questions and Answers** - Tell SS to answer the questions in Task b, p.172 in the written form.	- For SS to review and express themselves freely

Appendix 1: Activity 2 – Gap-filling

Complete each sentence with a suitable expression with play, do or go.

1. Tom used to ______________ in the river at weekends but he never caught anything.
2. Some people ______________ because they have heart problems; others do it just to keep fit.
3. Dave was very good at accounting but he chose to ______________ and became a famous striker.
4. He has never ______________ , but he can easily wrestle you to the floor.
5. If you want to develop the muscles, ______________ .
6. You need a shuttlecock and a racquet to ______________.

Appendix 2: Activity 3 – Sentence completion

Complete the sentences with your own experience using double comparative structures.

1. The more you study, ______________________________.
2. The harder you try to study, ______________________________.
3. ______________________________ to find a good job.
4. The more you practise speaking English, ______________________________.
5. The more you read, ______________________________.
6. The faster you do the test, ______________________________.

Unit 14 International Organizations

Reading Comprehension

Objectives:
- By the end of the lesson, students are able to read for specific details.
- By the end of the lesson, students are able to read for gist or general information.
- By the end of the lesson, students have better knowledge of some international organizations.

Skills:
- Reading: scanning, skimming; speaking

Teaching aids:
- handouts, drawings

Stage	Procedure	Aims
I. Warm-up	**Game****: Guessing things from cues** - Arrange SS to work in two groups, A and B. - Tell SS to listen and call out the names of the organizations based on the cues given. A correct answer after the first cue wins the group 3 points; second cue: 2 points; third cue: 1 point. - The group with more points wins the game. - Keep a running total of points for each group on the board. - Declare the winner. These are the cues and answers: 1. *What is it?* (UN / UNO / the United Nations) a. It is situated in New York. USA. b. Its primary purpose is to maintain world peace. c. Kofi Annan, Ban Ki Moon are secretaries general of this organization. 2. *What is it?* (WHO/World Health Organization) a. It is a specialized agency of the United Nations, with its headquarters in Geneva. b. Its purpose is to improve people's health. c. Its abbreviation is the same as a question word for people. 3. *What is it?* (Expected: UNICEF) a. It's a kind of fund whose money is from	- To raise SS interest, and to introduce the topic

	volunteer contributions from many countries. b. It serves the children of the world. c. Its logo has the picture of mother and child against the background of the globe. 4. *What is it?* (Expected: WWF) a. It's a kind of fund. b. It works in the field of animal conservation. c. Its logo has the picture of a giant panda. 5. *What is it?* (Expected: the Red Cross) a. There are over 180 national societies of this. b. It gives medical aid and other help to victims of natural disasters, poverty and health emergencies. c. Its symbol is a white flag bearing a red cross. 6. *What is it?* (Expected: WTO) a. It has 150 member countries. b. Its purpose is to improve trade between countries – free and easy trade. c. Viet Nam became a member in January 2008. - Ask SS: What is common of these organizations? (Expected: They are international organizations. Transition: Yes, and in this unit we will learn about the purposes of some of these organizations, what they do to the well-being of people around the world. - Write on the board: **Unit 14 International Organizations - Reading**	- To engage SS and to lead to the lesson
II. Pre-reading	**1. Matching logos with names** (Task a, p.174) - Ask SS to look at the logos of different organizations and match them with the names given. - Then have SS work with a partner and compare answers. - Call on SS to give answers and check with the whole class. *(See Teacher's Guide for answers)* **2. Abbreviation or acronym?** - Tell SS to write the short forms of these organizations. - Call on SS to write them down on the board and	- To give something visual

	check with the class. Expected: UN, UNICEF, FAO, WHO, WTO, ICAO - Have SS discuss the difference between abbreviations and acronyms. - Call on SS to give their ideas. - Invite class opinions and comments. - Give feedback and comments. Expected: Abbreviation is a shortened form of a word or phrase. Acronym is a word formed from the initial letters of a group of words and is read as words not as individual letters (e.g. NATO).	- To help distinguish between the two forms
III. While-reading	**Activity 1: Guessing the meaning of words from context** - Arrange SS to work in pairs. - Write this list of phrases on the board. 1. existing all the time; lasting for ever 2. qualified ; suitable (for sth) 3. try very hard 4. help develop; increase the good qualities of sb/sth 5. order to perform a particular task; mission 6. control; watch (sb doing sth) to make sure it is done properly 7. argument; quarrel; controversy - Tell SS to find the words in the reading text that mean the same as the phrases listed in the box. - Call on SS to read out their words and check with the class. Expected answers: 1. permanent 2. eligible 3. strive 4. enhance 5. mandate 6. supervise 7. dispute . permanent /ˈpɜːmənənt/ (adj.) = thường trực, thường xuyên . eligible /ˈelɪdʒəbl/ (adj.) (for sth) = đủ tư cách, thích hợp . strive /straɪv/ (v.) = cố gắng, phấn đấu, đấu tranh . enhance /ɪnˈhɑːns/ (v.) = làm tăng, nâng cao, đề	- To develop SS skill of guessing meaning of words from context - To help enrich SS knowledge of vocab.

	cao . mandate /ˈmændeɪt/ (n.) = uỷ nhiệm, uỷ thác . supervise /ˈsu:pəvaɪz ; ˈsju:-/ (v.) = giám sát . dispute /dɪˈspju:t/ (n.) = tranh luận, tranh cãi - Read the words, one by one, and ask SS to repeat. (More practice on vocabulary is given in Homework)	- To provide some practice on pronunciation
	Activity 2: Which paragraph, which organization? (Task b, p.176) - Pair off SS. - Ask SS to skim the text and write the names of organizations in each paragraph. - Tell SS to work in small groups and compare answers. - Call on SS to give answers. - Invite class opinions and comments. - Give feedback and comments. (*See Teacher's Guide for answers*)	- To develop skimming skill
	Activity 3: Which Section? Which information? - Put SS into pairs and give out handouts of pieces of information from the passage. **(Appendix 1)** - Have SS read the information and the text and answer the questions by writing the section which mentions the piece of information in the space provided. - Tell SS to compare answers in small groups and then go over the answers with the class. Expected answers: 1. D 2. A 3. A; C 4. F 5. B 6. E 7. D: E 8. E	- To practise scanning for specific information
	Activity 4: Which organization is it? (Task c, pp. 176 – 177) - Have SS read the functions or activities of some organizations and then write a name for each. - Tell SS to skim the text again if necessary. - When they have finished, tell SS to compare answers with a partner. - Call on SS to give a name for each of functions or activities listed. - Ask SS for the key words that help them decide	- To provide more practice in skimming

	which is which. - Go over the answers with the class. (*See Teacher's Guide for answers*)	
IV. Post-reading	**Discussion** - Divide SS into small groups. - Have SS work in their groups, discuss and share ideas on how some international organizations worked to help their local area or province. - Go around to monitor and give help where needed. - Call on SS to report the information of their groups to the class. - Invite class opinions and comments. - Give feedback and comments.	- To personalize the task and allow SS to express themselves freely
V. Home-work	**Vocabulary review**: **Gap-filling** (Handouts) - Give SS handouts for homework. - Tell SS to complete the sentences using the correct forms of the words just learned in the reading lesson. (**Appendix 2**) Expected answers: 1. eligible 2. mandate 3. permanent 4. disputes 5. enhanced / enhances 6. striving 7. supervise	- For SS to revise the vocabulary in new context

Appendix 1: Activity 3 – Which Section? Which information?

Read the text and write a letter (or two) beside each question.

Which section mentions:

1 D the name of a President?

2 ☐ the names of some member countries?

3 ☐☐ the name(s) of some agency(/agencies) of the UN?

4 ☐ things connected with world trade?

5 ☐ things about air transportation?

6 ☐ activities related to health problems?

7 ☐☐ activities to improve the quality of life?

8 ☐ activities carried out in developing countries?

Appendix 2: **Vocabulary review - Gap-filling**

Complete each sentence with a suitable form of a word learnt in the lesson.

1. Joe has been doing very well and is ___________ for promotion.
2. The government gave the police a ___________ to reduce crime.
3. He's looking for a well-paid job, not ___________ employment.
4. There always seem to be religious ___________ in the Middle East.
5. Her success in politics ___________ her reputation as a doctor.
6. The rescue party are ___________ to save the people buried in the ruin.
7. Mike was appointed to ___________ the construction of the bridge.

Unit 14 International Organizations

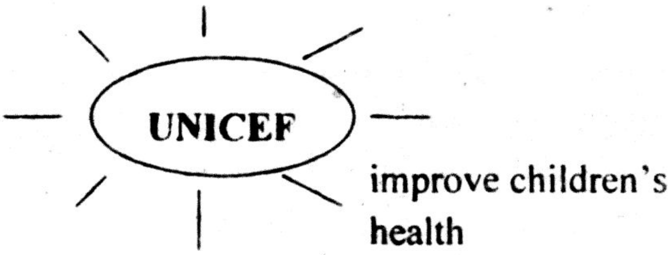
Listening

Objectives:
- By the end of the lesson, students are able to listen for specific details.
- By the end of the lesson, students are able to listen for the message.
- By the end of the lesson, students have better knowledge of what UNICEF does to help victims.

Skills:
- Listening: scanning, skimming

Teaching aids:
- CD, CD player, handouts/poster

Stage	Procedure	Aims
I. Warm-up	**Game**: **Word Square** (Handouts) - Arrange SS to work in small groups. - Give each group a handout of a word square. - Tell SS to work in groups and find the names of the organizations and their focus. Match the names with their focus. (E.g.: UN – peace) (**Appendix**) - The group with the most names and correct matches wins the game. - Declare the winner.	- To create interest and introduce the topic

	- Ask SS: What is the focus of UNICEF? Expected: children (and their mothers) Transition: What does UNICEF do to help children? What else does it do to help people? In the listening section today, we'll get to know more about this organization. - Write on the board: **Unit 14 International Organizations - Listening**	
II. Pre-listening	**1. Brainstorming** - Ask SS to write down what they know about UNICEF.  - Note down SS ideas on the board. - Give feedback and comments.	- To allow SS to express themselves and share opinions
	2. Match photos with phrases (Task a, p.177) - Have SS look at the photos and match them with the phrases given. - Tell SS to compare answers with a partner. - Call on SS to give their answers and check with the class. *(See Teacher's Guide for answers)*	- To provide SS with some ideas of what to look for in the listening
	3. Vocabulary: Multiple-choice (Task b, p.178) - Pre-teach some vocabulary through a multiple choice task. - Tell SS to read each of the sentences and choose a word or phrase that is closest in meaning to the word underlined. - Ask SS to give the meanings of the words. - Go over the answers with the class. *(See Teacher's Guide for answers)*	- To provide SS with some vocab. to help them understand the listening text
III. While-listening	**Activity 1: True – False statements** (Task c, Part A, p.179) - Tell SS they are going to listen to a report on	- To give practice in listening and

	UNICEF's activities in flood-affected areas in the Mekong Delta, Viet Nam. - Tell SS to read through the statements. - Play the CD and have SS listen and check the correct box whether the statement is true or false. - Tell SS to compare answers with a partner. - Play the CD again and have SS check their answers. - Call on SS to give answers and explanations for their choice. - Go over the answers with the class. *(See Teacher's Guide for answers)*	under-standing the message
	Activity 2: **Gap – filling** (Task c, Part B, p.179) - Tell SS to read the sentences to have an idea what kind of word each blank needs. - Play the CD again and tell SS to listen and pick out the word or phrase to complete each sentence. - Call on SS to read their completed sentences and check with the class. - Play the CD again and check the answers with the class. *(See Teacher's Guide for answers)*	- To pracrise listening for details
IV. Post-listening	**Discussion** - Arrange SS to work in groups. - Have SS discuss and share ideas on what they can do to help people in disaster-affected areas in the country. - Move around to monitor and give help with vocabulary where needed. - Call on SS to report the ideas of their groups to the rest of the class. - Invite the class to give comments. - Give feedback and comments.	- To integrate some speaking - To challenge SS with some social work
V. Home-work	**Writing** - Tell SS to write a sentence saying what they can do to help the people in the flood-affected areas.	- To challenge SS with some writing

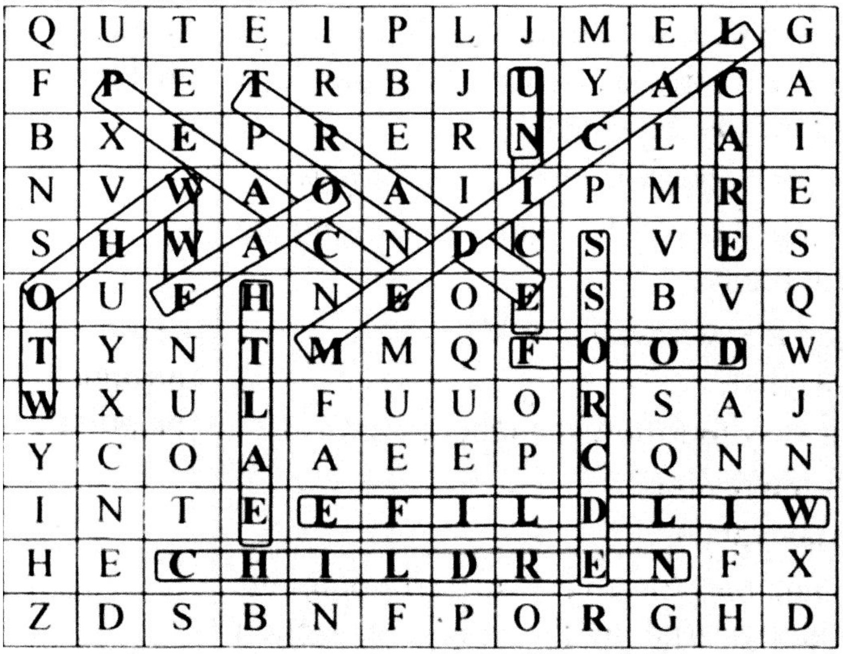
Appendix; Game - Word Square

Find the names of organizations and their focus. Write them in the space provided.

Q	U	T	E	I	P	L	J	M	E	L	G
F	P	E	T	R	B	J	U	Y	A	C	A
B	X	E	P	R	E	R	N	C	L	A	I
N	V	W	A	O	A	I	I	P	M	R	E
S	H	W	A	C	N	D	C	S	V	E	S
O	U	F	H	N	E	O	E	S	B	V	Q
T	Y	N	T	M	M	Q	F	O	O	D	W
W	X	U	L	F	U	U	O	R	S	A	J
Y	C	O	A	A	E	E	P	C	Q	N	N
I	N	T	E	E	F	I	L	D	L	I	W
H	E	C	H	I	L	D	R	E	N	F	X
Z	D	S	B	N	F	P	O	R	G	H	D

Name	*Focus*
1. ……	……
2. ……	……
3. ……	……
4. ……	……
5. ……	……
6. ……	……
7. ……	……

Expected answer:



Q	U	T	E	I	P	L	J	M	E	L	G
F	P	E	T	R	B	J	U	Y	A	C	A
B	X	E	P	R	E	R	N	C	L	A	I
N	V	W	A	O	A	I	I	P	M	R	E
S	H	W	A	C	N	D	C	S	V	E	S
O	U	F	H	N	E	O	E	S	B	V	Q
T	Y	N	T	M	M	Q	F	O	O	D	W
W	X	U	L	F	U	U	O	R	S	A	J
Y	C	O	A	A	E	E	P	C	Q	N	N
I	N	T	E	E	F	I	L	D	L	I	W
H	E	C	H	I	L	D	R	E	N	F	X
Z	D	S	B	N	F	P	O	R	G	H	D

Name	*Focus*
1. WTO	trade
2. UNICEF	children
3. WHO	health
4. UN	peace
5. RED CROSS	medical care
6. WWF	wildlife
7. FAO	food

Unit 14 International Organizations

Speaking

Objectives: - By the end of the lesson, students are able to give facts and express opinions.
- By the end of the lesson, students are able to distinguish between facts and opinions.

Skills: - Speaking: giving facts and express opinions; sharing opinions.

Teaching aids: - handouts

Stage	Procedure	Aims
I. Warm-up	**Game**: **String** - Divide the class into two groups. - Tell SS that you'll start with a word and the two groups in turn will have to continue by calling out a word beginning with the last letter of the previous word. No word may be repeated. - If one group can't continue, the other group wins. - Start by saying the word 'string' and designate the group to continue. E.g. 'string – green – night – team - …' - Declare the winner. - Ask SS: Is it easy to follow the other this way? Is it interesting? (SS answers may vary.) Transition: - You may have very different opinions on the same thing. And in the speaking section today we'll practise giving facts about and express opinions on something. - Write on the board: **Unit 14 Speaking – Opinions and facts**	- To create interest, and to lead to the lesson - To introduce the point
II. Pre-speaking	**1. Distinguish facts and opinions (p.180)** - Have SS read the explanations and examples of facts and opinions. - Tell SS to go through the common expressions	- To draw SS' attention to the key

<table>
<tr>
<td></td>
<td>showing facts and opinions.
- Ask SS to add more expressions in the columns.
<table>
<tr><th colspan="2">More common expressions</th></tr>
<tr><th><i>Facts</i></th><th><i>Opinions</i></th></tr>
<tr>
<td>• …
• The graph shows that …
• It is reported that …
• It is undeniable that …
• There can be no doubt that …
•</td>
<td>• …
• I believe that …
• I rather / would think that …
• My own opinion/ view /feeling is that …
• To my mind …
• From my point of view, …
• For me, …
• As far as I'm concerned …</td>
</tr>
</table>
2. Facts or Opinions? Write F or O (Task a, pp. 180 – 181)
- Tell SS to read the sentences.
- Ask SS to decide if the statements are facts or opinions based on the language used.
- Have SS compare answers in pairs.
- Call on SS to read the statements and give answers.
- Go over the answers with the class.
(<i>See Teacher's Guide for answers</i>)
<u>Activity 1</u>: Substitution drill (Task b, p.181)
- Put SS into pairs.
- Have SS act out the dialogue and then replace the underlined words with those in the boxes.
- Move around to monitor.
- Call on SS to act out the dialogues.
- Give feedback and comments.
<u>Activity 2</u>: Personalization (p. 128)
- Tell SS to work in groups of four or five.
- Ask SS to choose a topic.</td>
<td>function
- To provide language input for speaking activities later
- To make sure SS know the difference between the two
- To provide some controlled practice
- To personalize</td>
</tr>
<tr>
<td>III. While-speaking</td>
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</table>

	- Tell SS to give some facts about the topic and also express their opinions on it. - Move around to monitor and give help where necessary. - Call on SS to report the opinions of their groups. - Encourage SS to argue and give comments. - Give feedback and comments.	the task to make it more interesting and challenging
IV. Post-speaking	**Listening: Note-taking** (Handouts) - Give out handouts. **(Appendix 1)** - Read the exchanges. **(Appendix 2)** - Have SS listen and make notes on the people's opinions about the future. - Tell SS to compare answers with a partner. - Call on SS to give answers and check with the whole class. - Read the exchanges again and have SS check the answers. Expected answers: See **Appendix 1**	- To integrate some listening and to give some consolidation of the target language
V. Homework	**Writing: Sentence making** - Tell SS to write a sentence expressing their opinions on some social activities they join or know about.	- For SS to express themselves in writing

Appendix 1: Listening - Note-taking

Topics	Expressions of opinion used	Changes (opinions)
1. Work	- ____________ - ____________ - ____________	- ____________________ - ____________________ - ____________________
2. ____________	- ____________	- Kids stay in school until older: 20 or 21 - ____________________

Expected answers:

Topics	**Expressions of opinion used**	**Changes (opinions)**
1. Work	- Well, I think ... - I guess ... - Personally, I would...	- employment getting worse - hard to get a good job, excellent qualifications required - get much more done working at home
2. Education	- I think that ...	- Kids stay in school until older: 20 or 21 - learning without teachers, more fun

Appendix: Listening - Note-taking

Listening scripts:

Listen to people expressing their opinions about the future. Complete the chart.

1. A: Work? in the future? Well, I think unemployment is going to keep getting worse.

B: I agree. As companies get more efficient and more computerized, they're finding ways of using less staff.

A: So I guess people will find it hard to get a good job unless they have excellent qualifications.

B: Yeah, I think that's probably true. But I also think that because of computers, more and more people will be working at home instead of going into an office.

A: Wow, I'd really love that. Can you imagine – spending most of your work week in the comfort of your own home?

B: Personally, I would get so much more done. And with email and faxes, you can still keep in touch with everyone you need to.

A: Well, I'd certainly enjoy it, but I don't know if I'd get more done or not.

2. C: How do you think that education is going to change in the future?

D: I think kids are going to have to stay in school until they're older

– maybe until they're 20 or 21.

C: Why?

D: Well, one reason is that there simply won't be enough jobs for everyone, so it will be necessary to keep kids in school longer.

C: Hum. I think that they will have found a way for us to learn without teachers. There will be computer learning programs that can instruct you much more quickly than a teacher, and they'll also make learning much more fun.

D: Are you saying that our teachers weren't any fun?

C: Well ... OK. Maybe some of them were fun.

Unit 14 International Organizations

Writing

Objectives:
- By the end of the lesson, students are able to make plans for what they are going to do.
- By the end of the lesson, students are able to write a report on a schedule.

Skills:
- Writing: making plans;

Teaching aids:
- Cards, handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Kim's Game** - Divide the class into four groups. - Stick a number of logos up on the board. **(Appendix)** - Get SS to look at the logos for a few seconds and try to remember as many of them as possible. - Remove the logos and ask SS to write on a piece of paper the names of the organizations corresponding to the logos that they can remember. - The first group to finish with more correct names is the winner. - Declare the winner. - Ask SS if they have joined any social activities to	- To check up old lesson and create interest - To

	help people who are in need. - Ask some follow-up questions to get more information (such as where, when, ...). Transition: In the writing section today, we'll learn about some people's plans for charity activities, and practise writing a report on somebody's plan. - Write on the board: **Unit 14 Writing – Making plans**	engage SS and introduce the lesson
II. Pre-writing	**Studying the example** (Task a, p.182) - Have SS read the dialogue between Yoko and Minh and then read the schedule worked out from it. - Tell SS to pay attention to the verb forms used when talking about plans, that is, *present simple* or *be going to*. - Tell SS that in schedules or plans we use phrases (noun phrases or gerund phrases), not full sentences, and unimportant words like articles or determiners are often not included.	- To focus SS' attention on the verb forms used and sentence structures
III. While-writing	**Activity 1: Working out the schedule** (Task b, pp. 182 – 183) - Tell SS to read the dialogue between Ms Linh and her boss. - Have SS work out the schedule for Ms Linh's boss. - Remind SS of the structure used in plans or schedules. - Call on two students to write the schedule on the board. - Invite the class to give corrections if any. - Give feedback and comments. (*See Teacher's Guide for answers*)	- To provide some practice on plan making
	Activity 2: Writing a report on a schedule - Put SS into pairs. - Ask SS to work in pairs, read Mai's plans for Thursday. - Tell SS to write full sentences from the phrases to complete the report on Mai's schedule. - Tell SS to use phrases to show the sequence of activities and help with the coherence of the writing.	- To have SS practise writing a full text from notes

	- Move around to monitor and give help where necessary.	
IV. Post-writing	**Peer Correction** - When SS have finished, have SS work in small groups. - Ask SS to exchange their writings with their partners and answer the questions: 1. Does the report cover every detail? 2. Are the verbs in the present simple or the future of intention (*be going to*)? 3. Are there adverbs to show the sequence of activities? - Then call on two students (from two pairs) to write their reports on the board. - Ask the class to read the reports together and suggest corrections and improvement if any. - Give feedback and comments.	- For SS to correct and learn from one another
V. Home-work	**Making own plan** - Tell SS to make a plan for their weekend, listing the activities they intend to do and the time for each activity.	- More practice at home

Appendix: Kim's Game

FAO FIAT PANIS

unicef

UNESCO

WORLD TRADE ORGANIZATION

WWF

Unit 14 International Organizations

Language Focus

Objectives: - By the end of the lesson, students learn more examples of abbreviations and acronyms.

- By the end of the lesson, students are able to use adverbial clauses of time and know the sequence of tenses in these sentences.

Skills: - writing; language use

Teaching aids: - handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Letters** - Have SS work in groups of four or five. - Write the word 'INTERNATIONAL' on the board. - Have SS work in groups and try to produce as many words of more than two letters as possible, using only the letters in this word. - Set a time limit of two or three minutes and have SS start the game. - The group with the most words wins the game. - Declare the winner. Expected answers: tea, tin, tan, teat, ton, treat, eat, ear. earn, learn, lie, lion, line, lean, lot, inert, inlet, inner, innate, inn, neat, nation, national, nail, net, near, NATO, alien, art, are, ail, alone, ore, oil, ratio, rat, rent, rain, rail, ... - Ask SS: What is NATO? (Expected: *North Atlantic Treaty Organization – an alliance of several European countries, USA, Canada and Ireland agreeing to give each other military help if necessary.*) Transition: NATO is the short form and it is called an abbreviation or acronym. Part of out lesson today is about abbreviations and acronyms. - Write on the board: **Unit 14 Language Focus**	- To raise interest, engage SS and introduce the language point - To review a

II. Presentation **Word Study**	**WORD STUDY** **Abbreviations and Acronyms** **Activity 1**: **Writing the full form** (p. 183) - Tell SS to work in pairs. - Have SS write the full form of the abbreviations and acronyms listed. - Call on SS to read or write the full forms of these abbreviations and acronyms on the board. - Invite class opinions and comments. - Go over the answers with the whole class. - Have SS repeat the repeat the words. (*See Teacher's Guide for answers*)	language point - For SS to know the full forms
	Activity 2: **Gap-filling** (Handouts) - Pair off SS and give out handouts. (**Appendix 1**) - Tell SS to complete each of the sentences with a suitable abbreviation or acronym in Activity 1. - Tell SS to compare answers in groups. - Call on SS to read their completed sentences and check with the class. Suggested answers: 1. UFO 2. CDs 3. UNICEF 4. WTO 5. OPEC 6. UN	- For SS to know about the purposes of these organizations
Grammar	**GRAMMAR:** **Adverbial Clauses of time** ○ **Adverbial clauses of time** broadly answer the question ***when?*** and are introduced by conjunctions of time like *when, while, after, as, as soon as, before, till / until, no sooner ... than, hardly ... when* and *since*. - ***When*** *he arrived, everyone had left.* We do not use a future form or a conditional tense, in a time clause. All the future forms, *future simple*, *be going to*, *present continuous used as a future form*, and *the future continuous*, become a present tense when we put them in a time clause. - *He* ***will get the news****. He will tell you then.* *He will tell you when he* ***gets the news****.* The *future perfect* changes to the *present perfect*, and	- To present a grammar point

	the *future perfect continuous* changes to the *present perfect continuous*. - *I'll **have finished** the book in a few hours. I'll return it to you then.* *(As soon as I **have finished** the book, I'll return it to you.)* Clauses with **after** are often in the perfect tense. - ***After** they **have completed** the project, we will start the new plan.* When we have a **since clause**, the verb in the main clause is usually in the *present perfect*, and the verb in the **since clause** is in the *past simple*. - *I **haven't read** a novel **since** I got a job.*	
	Activity 1: Matching main clauses with adverbial clauses of time (Task a, p.184) - Pair off SS. - Ask SS to work with their partner, read the adverbial clauses of time in column A and match them with their suitable main clauses in column B. - Have SS work in small groups and compare answers when they have finished. - Call on SS to read their sentences and check with the whole class. *(See Teacher's Guide for answers)*	- To check SS' recognition and provide some controlled practice
	Activity 2: Joining the sentences (Task b, p.185) - Have SS work individually. - Ask SS to join the pairs of sentences using adverbial clauses of time and the conjunctions given. - Remind SS to make changes to the verb forms if necessary. - Tell SS to work with a partner and compare answers. - Call on SS to write their sentences on the board. - Invite the class to give corrections and comments. - Give feedback and comments. *(See Teacher's Guide for answers)*	- For SS to practise using the new structure
	Activity 3: Multiple Choice Questions (Handouts)	- To

	- Deliver handouts (**Appendix 2**). - Tell SS to read the sentences and choose a suitable word or phrase to complete each sentence. - Have SS work with a partner and compare answers. - Call on SS to give their answers. - Invite the class to give opinions and comments. - Give feedback and comments. Expected answers: 1. A 2. C 3. B 4. B 5. B 6. A 7. C 8. A	provide SS with some more practice
	Activity 4: Dedication poem (Handouts) - Elicit from SS some of the things they might do for a good friend. - Put SS into small groups of four or five and give each group a handout of a poem sheet. (**Appendix 3**). - Ask SS to complete the poem in either a serious or comical way. Completed seriously, it should produce a poem about devotion; completed comically, it might produce a poem about all the things a person might do for himself before he 'is there for' his friend. (See the sample poem in **Appendix 3**) - Call on SS to read out their poems to the rest of the class. - Invite the class to give correction and give comments. - Tell SS to choose the best poem. - Get SS to display the poems by sticking them round the class. - Give feedback and comments.	- To allow some production in an interesting way, and to reinforce the language point
III. Homework	**Writing: Sentence Making** - Tell SS to make a few sentences with adverbial clauses of time.	- For SS to review the grammar

Appendix 1: Activity 2 - Gap-filling

Complete each sentence with a suitable abbreviation or acronym. The first one has been done as an example.

1. A flying saucer is an example of _________ , a strange object people sometimes see in the sky.
2. Teenagers buy more music _________ than anybody else.
3. _________ works for children and their mothers.
4. The _________ provides ways for countries to improve trade.
5. One reason why the price of petrol is rising is that _________ refused to increase oil production.
6. The headquarters of the _________ are located in New York.

Appendix 3: Activity 4 - Dedication poem

Poem sheet:

Whenever ______________________________
As soon as ______________________________
After ______________________________
Before ______________________________
When ______________________________
Until ______________________________
And as long as ______________________________
I'll be there for you.

Sample poem:

Whenever I have nothing to do,
As soon as my favorite program is over,
After I've read this book,
Before Christmas comes,
When I've finished all my work,
Until the dog needs a walk,
And as long as you ring first,
I'll be there for you.

Appendix 2: Activity 3 - Multiple choice

Choose a suitable word or phrase to complete each of the sentences. Circle the letter of your choice.

1. As it ___________ darker, it became colder.
   A. grew B. is getting C. had grown
2. By the time these people get email, they ___________ something else.
   A. will invent B. have invented C. will have invented
3. Joanne was having a sweet dream ___________ the alarm clock rang.
   A. while B. when C. as soon as
4. The people were losing all their hope when help ___________ .
   A. was arriving B. arrived C. would arrive
5. By the time the rescue troops were allowed to enter the area, lots of people ___________ of hunger and illness.
   A. have died B. had died C. died
6. They ___________ dinner when everything began to shake and fell.
   A. were having B. had C. had had
7. We began to help the people out of the ruins ___________ we got off the bus.
   A. while B. until C. as soon as
8. My brother only goes to bed after he ___________ all his homework.
   A. has finished B. finished C. had finished

Unit 15 Women in Society

Reading Comprehension

Objectives:
- By the end of the lesson, students are able to read for specific information or details.
- By the end of the lesson, students improve their skill of skimming.
- By the end of the lesson, students know more about women and their contribution to society.

Skills: - Reading: scanning, skimming; speaking

Teaching aids: - handouts,

Stage	Procedure	Aims
I. Warm-up	**Game: Quiz** - Divide the class into two groups, A and B. - Tell SS you're going to read some questions. The groups try to be the first group to answer the questions and score points. - With one correct answer, the group scores one point. - The group that scores more points wins the game. - Keep a running total of points for each group on the board. - Declare the winner. These are the questions for the quiz: 1. Who is the first and only woman who won two Nobel prizes? (*Marie Curie*) 2. Who was regarded as an 'iron' woman? (*Magarret Thatcher, former British Prime Minister*) 3. Who was the former Muslim Prime Minister that was assassinated a few months ago? (*Benasia Buto, the late Palestine PM*) 4. Who was the Vietnamese women who rode an elephant and led the people to fight against Ngo invaders? (*Trieu Thi Trinh / Ba Trieu*) 5. What is the country that used to have the famous Berlin Wall? (*Germany*) 6. What is the island country whose capital city is Manila? (*The Philippines*) - Ask SS what Germany and The Philippines have in common. (Suggested: Both have women leaders) - Ask SS to guess the topic of the next Unit based on the information in the game. Transition: Unit 15 focuses on women and their contribution to the society. - Write on the board: **Unit 15 Women in Society - Reading**	- To create interest, to engage SS, and to lead to the topic - To create competition and learning atmosphere
II. Pre-reading	**1. Matching pictures with career** (Task a, p. 186) - Tell SS to look at the pictures and names of the	- To help SS be aware of

	people and match them with their career. - Call on SS to give answers and check with the class. (*See Teacher's Guide for answers*) - Elicit from SS what they know about these women. - Invite the class to discuss and share opinions. - Give feedback and comments.	women's contribution in history
	2. Teaching vocabulary - Teach the following words through elicitation and explanations. . confine /kənˈfaɪn/ (v.) = keep sb in a restricted place; restrict or keep sb within certain limits (giam cầm; hạn chế) . reserve /rɪˈzɜ:v/ (v.) = keep sth for a later occasion or special use (để dành) . access /ˈækses/ (n.) = way in; opportunity to use sth (lối vào; cơ hội tiếp cận) access (v.) . burden /ˈbɜ:dn/ (n.) = heavy load; duty, responsibility that is hard to bear (gánh nặng) - burden sb with sth (v.) . overlook /əʊvəˈlʊk/ (v.) = ignore; fail to see or notice (bỏ qua, lờ đi; bỏ sót) . vast /va:st/ (adj.) = very large in area, size or degree; immense (mênh mông, bao la)	- To expand SS knowledge of vocab. connected with the topic 'women'
	- Read the words and ask SS to repeat.	- To practise pronunciation
	4. Checking vocabulary - Read out the synonym or explanations of a word and ask SS to call out the word. - Give feedback and comments. (***More practice on vocabulary is given in Homework***)	- To see if SS remember the words
III. While-reading	**Activity 1: Guessing the meaning of words from context** (Task a, p. 188) - Pair off SS and ask them to read the text and find words in the text with similar meanings to the phrases	- To develop SS skill of

	given by guessing the meanings from the context. - Go over the answers with the class and check their Vietnamese equivalents. (*See Teacher's Guide for answers*) - Have SS listen and repeat these words. . compel /kəmˈpel/ (v.) = bắt buộc . catch on /kætʃ ɒn/ (v.) = trở nên phổ biến . exercise /ˈeksəsaɪz/ (v.) = vận dụng, dùng tới ... . deny /dɪˈnaɪ/ (v.) = phủ nhận . bar /ba:(r)/ (v.) = ngăn cấm (***More practice on vocabulary is given in Homework***)	guessing meaning of words from context - To give some practice on pronunciation
	Activity 2: True - False Statements (Task b, p. 188) - Ask SS to read the text and the statements and say if they are true (T) or false (F) according to the reading. - Ask SS to work with a partner and compare answers. - Call on SS to read the statements and say their choice. - Tell SS to give explanations and correct those that are false. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To develop SS skill of reading for detail
	Activity 3: Questions and Answers (Task c, p. 188) - Pair off SS. - Ask SS to read the text and find the answers to the questions. - Tell SS to work in pairs, and make questions and answers. - Call on pairs of SS to ask and answer the questions. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To train the skill of scanning
	Activity 4: Which Section? Which information? - Put SS into pairs and give out handouts with pieces of information from the passage. (**Appendix 1**) - Have SS read the information and the text and answer the questions by writing the section which mentions the piece of information in the space	- More practice on scanning for specific informa-

	provided. - Tell SS to compare answers in small groups and then go over the answers with the class. Expected answers: 1. D 2. B 3. A 4. C 5. D 6. C 7. C	tion
IV. Post-reading	**Discussion** - Arrange SS to work in small groups. - Tell SS to discuss and share ideas on the following questions: 1. Name two women you admire most. Why? 2. Who is the breadwinner in your family? 3. '*Only men can do big things.*' Do you agree or disagree? Give examples and evidence to support your opinion. - Move around to monitor and give help where necessary. - Then, choose SS to present their groups' opinions to the class. - Invite class opinions and comments. - Give feedback and comments.	- To allow SS to express themselves and share opinions
V. Homework	**Vocabulary review** - Give out handouts with gapped sentences and ask SS, at home, complete each sentence with a correct form of a word learned in the reading text. Expected answers: 1. confined 2. burden 3. access 4. overlook 5. compelled 6. barred 7. exercised 8. reserved	- For SS to review the vocab.

Appendix 1: Activity 4 - Which Section? Which information?

Read the text and write a letter beside each question.

Which section mentions:

1. ☐ women's important contributions to life?
2. ☐ women's dependence on men in business and in the home?
3. ☐ the restrictions to women's right till the end of the 19th century?
4. ☐ the things that helped women gain more freedom in life?
5. ☐ the improvements in women's lifestyles?
6. ☐ the amount of work women do in comparison with men?
7. ☐ the generalization made by the UN about women inequality?

Appendix 2: Vocabulary review

Complete each sentence with a correct form of a word learned in the reading text.

1. They were tired of being ____________ in the house all day.
2. She seemed to bend under the heavy ____________ of work and house chores.
3. A good command of English will allow you ____________ to different sources of information.
4. Tourism brings great benefits to the nation's income, but we shouldn't _______ the negative effects it has on the environment.
5. Many women were ____________ to give up their jobs and stay home after getting married.
6. In the early Olympic Games, women were ____________ from entering the games.
7. Gone are the days when men ____________ power over women.
8. These seats are ____________ for the special guests.

Unit 15 Women in Society

Listening

Objectives: - By the end of the lesson, students are able to listen for specific information.

- By the end of the lesson, students improve their skil of listening for detail.

Skills: - Listening: scanning, listening for detail; speaking

Teaching aids: - CD, CD player; handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Scrambled words** - Arrange SS to work in small groups. - Write these scrambled words on the board or you may put them on a handout. poclem $\_\ \underset{5}{\_}\ \_\ \underset{3}{\_}\ \_\ \_$ (compel) druben $\_\ \_\ \underset{6}{\_}\ \_\ \_\ \_$ (burden) loveroko $\_\ \_\ \underset{1}{\_}\ \_\ \underset{4}{\_}\ \_\ \_\ \_$ (overlook) sexerice $\_\ \underset{2}{\_}\ \_\ \_\ \underset{8}{\_}\ \_\ \_\ \_$ (exercise) nonfice $\_\ \_\ \_\ \_\ \_\ \_\ \underset{7}{\_}$ (confine) - Tell SS to unscramble the words and then add up the numbered letters in these words to have a new word. - The first group to call out the word is the winner of the game. Expected phrase: 'explorer' - Declare the winner. - Ask SS what an explorer does. Transition: In the listening section today, we'll get to know about a famous women explorer.	- To create interest, and to introduce the lesson

	- Write on the board: **Unit 15 Women in Society - Listening**	
II. Pre-listening	**Brainstorming ideas** (Task a, p. 189) - Tell SS they are going to listen to a talk about a famous woman explorer, Mary Kingsley. - Brainstorm ideas for what an explorer might do by asking SS to check the activities and adding more. - Note down SS main ideas on the board. - Invite class opinions and comments. - Give feedback and comments. (*See Teacher's Guide for suggested answers*)	- To brain-storm ideas and engage SS
III. While-listening	Activity 1: **Multiple choice questions** (Task b, p. 189) - Ask SS to read the questions and the options to have an idea what to look for in the listening. - Play the first part of the recording and ask SS to listen and choose the correct information to answer the questions. - Play the recording again and let SS check their answers. - Call on SS to give their answers. - Let SS listen again and check their answers. - Go over the answers with the class. (*See Teacher's Guide for answers.*)	- To provide practice on listening for specific inform-ation
	Activity 2: **Comprehension questions** - Ask SS to listen to the recording again and find the answer to the following question: *What did Mary Kingsley do in her life? Write the jobs mentioned in the listening.* - Have SS listen to the recording and check their answers. - Call on SS to read out their answers. - Ask SS to listen to the recording again and check the answers. Expected answer: explorer, writer, and anthropologist	- To develop SS skill of listening compre-hension
	Activity 3: **Gap questions** (Task c, p. 190) - Ask SS to read the gapped sentences about Gertrude	- To train the skill

	Ederle, and think of a piece of information that can fill in each gap. - Tell SS to pick out the missing information to fill in the gaps as they listen to the recording. - Play the recording and get SS to do the task. - Ask SS to work with a partner and compare answers. - Call on SS to read out their completed sentences. - Play the CD again and check the answers with the class. *(See Teacher's Guide for answers)*	of listening for details
	Activity 4: Comprehension questions - Ask SS to listen to the second recording again and find the answer to the following question: *1. List the places mentioned in the listening.* *2. How old was she when she died?* - Have SS listen to the recording and check their answers. - Call on SS to give their answers to the questions. - Ask SS to listen to the recording again and check the answers. Expected answers: 1. The English Channel; New York; 2. 98	- To develop SS skill of listening comprehension
IV. Post-listening	**Discussion** - Arrange SS to work in small groups. - Tell SS to discuss and share opinions on the following questions: ∘ *Name two women with remarkable achievements in science, sports, or other fields.* ∘ *Do you know any Vietnamese women who have made great contributions to society? What have they done?* - Choose SS to present the opinions of their groups to the rest of the class. - Invite class opinions and comments. - Give feedback and comments.	- To integrate some speaking and to get SS to express themselves

V. Home-work	**Sentence making** - Ask SS to make a sentence about women in history beginning with: *'Although women have been considered inferior to men,* _________________________.'	- For SS to express their opinions

Unit 15 Women in Society

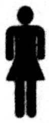
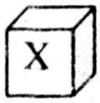
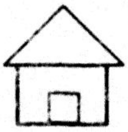
Speaking

Objectives: - By the end of the lesson students know more about the disadvantages of women in the old time.

- By the end of the lesson, students are better aware of women's roles in the modern time.

Skills: - Speaking: talking about women's roles in the old time and in the modern time;

Teaching aids: - cards

Stage	Procedure	Aims
I. Warm-up	Game: **Puzzle** - Present this special sentence to the class. A  place is  the  . Expected: *'A woman's place is in the home.'* - Get SS to work out what the sentence is in written language. - Tell SS it is an English proverb. - The first student to read out the full sentence of the proverb is the winner. - Declare the winner. Transition: How do you understand the proverb? Is it true? Today we'll talk about this issue. - Write on the board: **Unit 15 Women in Society - speaking**	- To create interest, and to introduce the lesson

II. Pre-speaking	**1. Brainstorming ideas** - Have SS work in small groups and discuss and share opinions on the saying: ***'A woman's place is in the home.'*** - Call on SS to present the opinions of their groups to the rest of the class. - Encourage SS to give comments. - Give feedback and comments. **2. Eliciting and Introducing useful language** - Elicit and introduce useful language for comparison. **Useful Expressions of comparison and contrast** • Like / Unlike ... • ... more than ... • More and more ... • The more ..., the more ... • There is a big difference between ... • The difference between ... • Similarly, ... • The same ... • While / where as ... • In contrast, ... • ...	- To provide a sample with the target language used - To provide language input to facilitate speaking tasks later
III. While-speaking	Activity 1: **What are the differences?** (Task a, p. 190) - Divide SS into groups. - Tell SS to discuss and complete the table with information about women's life in the old time and in the modern time. Tell SS they can talk about the differences in these fields: • education and training • work / employment • role in the family / family life • house chores • earning money	- For SS to express opinions and share ideas

	◦ social life / political life ◦ ... - Go round to monitor and give help where necessary.	
	Activity 2: **Talking about the differences ...** - Have SS mingle and form new groups. - Tell SS to talk about the differences between the roles of women in the old time and their roles in the modern time based on the ideas they have just discussed. - Encourage SS to argue and share opinions. - Tell SS to use the language of comparison and contrast in order to make the difference striking. - Move around to monitor and note down errors for later correction. - Call on SS to present their opinions and invite the class to argue or to add information to further support the ideas. - Invite class opinions and comments. - Give feedback and comments.	- To provide free practice on expressing opinions and making comparison
	Activity 3: **Any differences across cultures?** - Have SS work in groups. - Ask them to discuss and share ideas on whether there are differences in women's roles and rights in different cultures. - Call on SS to present the opinions of their groups to the rest of the class. - Invite class opinions and comments. - Give feedback and comments.	- To get SS to make a comaprison between different cultures
IV. Post-speaking	**Writing** - Tell SS to write a sentence or two about the difference in a certain aspect of women's life in the past and today. - Tell SS the language of comparison and contrast can be of help. - Give an example: *'While women in the old time were not allowed to go to school, women today are*	- Writing for a change of skill and for SS to express their opinions in written

	given every opportunity to pursue their education.' - Go round to monitor and give help where necessary. - Have SS exchange writings and check each other's. - Choose SS to read out their sentences and check with the class. - Give feedback and comments.	language
V. Home-work	**Learning from peers** - Tell SS to swap their sentences with their classmates to read at home.	- Sth to do at home

Unit 15 Women in Society

Writing

Objectives: - By the end of the lesson, students are able to write a letter of request for recommendation.

- By the end of the lesson, students improve their writing skill in general.

Skills: - Writing: writing a request for recommendation

Teaching aids: - handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Code Words** - Divide the class into small groups. - Give each group a handout with jumbled words and a clue for each. 1. searon - The first letter is 'r'; it's a noun. (*reason*) 2. dasreds - The first letter is 'a'; it's a noun. (*address*) 3. quetser - The first letter is 'r'; it's a noun. (*request*) 4. fregulat - The first letter is 'g'; it's an adj. (*grateful*) - Ask SS to unjumble the words. - Set a time limit and let SS start the game.	- To create interest, and to introduce the lesson

	- Collect SS work and check as a class. - A correct answer earns the group one point. - The group that scores more points wins the game. - Declare the winner. - Ask SS if they have ever made a request of some kind and for what reason. Transition: Today we'll practise writing a letter of request for recommendation. - Write on the board: **Unit 15 Women in society – Writing**	
II. Pre-writing	**1. Completing the letter** (Task a, p. 191) - Ask SS to read the sample letter of request and complete it by filling each space with a suitable phrase in the box. a few years ago · your recommendation letter Leeds · Nguyen Hue · to apply for - Tell SS to compare answers in pairs. - Call on SS to give answers by reading out the completed letter. - Invite class opinions and comments. - Go over the answers with the class. Expected answers: 1. Leeds 2. to apply for 3. your recommendation letter 4. a few years ago 5. Nguyen Hue	- To provide SS with a sample
	2. Introducing a general outline and useful language - Tell SS a letter of request for recommendation should include the following: **Outline** *Opening / Greeting* *Introduction*: Give reasons for making the request and mention the position / scholarship applied for. *Requests*: Request to use name as a reference Request for a letter of recommendation Write suggestions for what the recommendation letter should focus on (giving personal information, ...) *Conclusion*: Express gratitude *Closing*	- To provide SS with a general outline of the letter and provide language input to facilitate writing tasks later

	- Provide some useful language for the request letter. *Language notes*: *Introduction*: I'm writing because … I'm writing to … *Requests*: I wonder if you could … I'd be grateful if you could/ would … Could you please …? I'd like you to … Would it be possible for you to …? *Conclusion*: Thank you very much for your time and your help. My gratitude and sincere thanks to you.	
III. While-writing	**Writing it yourself** - Tell SS they are going to apply for a position in the television station. And they must write a letter to their old teacher asking for a letter of recommendation. - Ask SS to refer to the outline and the language notes for help with organization and language. - Go round to monitor and give help where necessary.	- To get SS to write the letter them-selves
IV. Post-writing	**Peer Correction** - Have SS work in small groups. - Tell SS to take turns reading one another's letters and check together. - Ask SS to answer these questions as they read: 1. Does the letter mention the position applied for? 2. Does it say what the request is? 3. Does it say what the letter of recommendation should focus on? - Call on two students to write their letters on the board to check as a class. - Invite the class to give opinions and comments. - Give feedback and comments.	- For SS to share and learn from each other - For SS to know what to look for the letter
V. Home-work	**Language review** - Tell SS to review the expressions used to express reasons and requests in such a letter.	- Sth to do at home

Unit 15 Women in Society

Language Focus

Objectives:	-	By the end of the lesson, students learn some phrasal verbs with GET.
	-	By the end of the lesson, students know how to use sentence and clause connectors correctly.
	-	By the end of the lesson, students know how to use adverbial clauses of manner with *as* and *as if* correctly.
Skills:	-	Language use; writing
Teaching aids:	-	handouts;

Stage	Procedure	Aims
I. Warm-up	**Game**: **Realia race** - Have SS work in four or six groups. - Tell SS that you're going to say some adjectives. The first group to call out something in the classroom described by that adjective gets a point. - The group with the most points at the end is the winner. - Give an example to demonstrate: T: *white* S: *chalk* blue, bright, green, new, old, square, useful, big - Keep a running total of points for each group on the board. - Declare the winner. Transition: You are **getting** excited now. All the groups **get** points. What do you think we'll **get** in the new lesson? … Yes, expressions with GET. - Write on the board: **Unit 15 Women in Society – Language focus**	- To create interest, and to introduce the lesson
II. Word study	**WORD STUDY** **Phrasal verbs with GET** Get seems to be used all the time in spoken English.	

	Get seems to be used all the time in spoken English. It has many different meanings. A **Phrasal verb** is a combination of a verb with one or two particles (adverbs or prepositions), such as *up, down, on, off* and *in*. Some phrasal verbs can take objects, but some are intransitive and take no object. Phrasal verbs are often used in informal written and spoken English. - *I usually **get up** at 6 o'clock.* The meaning of the phrasal verb can sometimes be guessed easily from its parts, as in *get in, get back*. - *The man **has got** his old job **back**.* More often, the meaning is quite different from the combination of its parts. Like other phrasal verbs, many phrasal verbs with GET are difficult to understand as they are idiomatic and have a special meaning. - *Did Tom **get over** his illness?* *(= recover from)* Following are just some common phrasal verbs based on GET. Get on with somebody Get on with something Get out of something Get out of doing something Get out Get up Get away Get something back Get over (an illness) Get somebody down Get behind	- To introduce the language point and to provide the form and meaning of phrasal verbs and some common examples
	Activity 1: Matching phrasal verbs with meanings (Task a, p. 192) - Ask SS to read through the phrasal verbs and the explanations, and then match each phrasal verb in column A with their suitable meaning in column B.	- To give some controll-ed practice

	- Call on SS to read out the phrasal verbs and their meanings. - Check the answers with the class. (*See Teacher's Guide for answers*)	
	Activity 2: **Gap-filling** (Task b, p. 192) - Tell SS to read the sentences and choose a suitable phrasal verb in Activity 1 to complete each of the sentences. - Tell SS to use the correct form of the verbs. - Get SS to compare answers in pairs. - Call on SS to read their completed sentences. - Invite class opinions and comments. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To provide more practice of the language in context
	Activity 3: **Putting in a correct particle** (Handouts) - Put SS into pairs and give out handouts with gapped sentences. **(Appendix 1)** - Ask SS to work in pairs and put in a suitable particle in the box to complete each sentence. - Get SS to work in small groups and compare answers. - Call on SS to read out their completed sentences and check with the class. - Go over the answers with the whole class. Expected answers: 1. over 2. on 3. away 4. down 5. on 6. back 7. out of	- For SS to use different phrasal verbs with GET
III. Grammar	**1. Sentence and Clause Connectors** ➢ Some linking words are used to join clauses within a sentence. These can be referred to as clause connectors. - *He was not good at languages* ***but*** *he tried his best.* ➢ Other linking words are used to join sentences or make a link with an earlier sentence. They make links across sentences and can be referred to as **sentence connectors**. - *The house is in poor condition.* ***Furthermore,***	- To introduce another language point - To provide SS with a list of

<table>
<tr>
<td></td>
<td>
- *The house is in poor condition.* ***Furthermore****, there is no money to repair it.*
Here are some common connectors:
<table>
<tr><th>Function</th><th>Sentence connectors</th><th>Clause connectors</th></tr>
<tr><td>To introduce an additional ideas</td><td>furthermore
moreover
in addition
besides</td><td>and</td></tr>
<tr><td>To introduce an opposite idea</td><td>however
in contrast
on the other hand
nevertheless</td><td>but, though, although, even though, while, whereas, yet</td></tr>
<tr><td>To introduce a result</td><td>as a result
consequently
therefore</td><td>so</td></tr>
</table>
</td>
<td>SS with a list of connectors of different meanings</td>
</tr>
<tr>
<td></td>
<td>
Activity 1: Matching and connecting clauses (p. 193)
- Tell SS to read and match the clauses in column A with their suitable ending in column B. Then combine them using the clause connectors listed in the box.
- Have SS compare answers with their partners.
- Call on SS to read out their sentences and check with the class.
- Go over the answers with the whole class.
(See Teacher's Guide for answers)
</td>
<td>- To provide SS with some controlled practice</td>
</tr>
<tr>
<td></td>
<td>
Activity 2: Gap-filling (Handouts)
- Deliver handouts with gapped sentences. **(Appendix 2)**
- Tell SS to read the sentences and fill in each gap with a suitable connector.
- Have SS compare answers with a partner.
- Call on SS to read out their completed sentences and check with the class.
- Invite class corrections and comments.
</td>
<td>- For SS to practise using different types of connector</td>
</tr>
</table>

- Go over the answers with the class.

Expected answers: 1. However 2. Even though / Though / Although 3. Besides 4. Consequently / As a result 5. but 6. but 7. therefore

2. Adverbial clauses of manner with *as* and *as if*

- To present a new language point

○ ***As*** introduces clauses that express a comparison. The verb tense in the clause after as can be the same as or different from that of the main clause depending on what is compared.

- *I don't get travel sick **as I did** years ago.*
- *Getting a stable job doesn't concern young people **as it does** older people.*

- To distinguish the different structures and uses of the clause

○ ***As if*** and ***as though*** often introduce clauses that describe behaviors or feelings. (There is no difference between as if and as though.)

- *I feel **as if I need** a long vacation.*

As if and ***as though*** are often used with the past subjunctive to indicate unreality or improbability or doubt in the present.

- *He acts **as if** he knew everything.*

After ***as if*** and ***as though*** we use a past perfect to refer to a real or imaginary action in the past.

- *He **talks** about London **as though he had been** there himself.*

The verb in the main clause preceding ***as if / as though*** can be put into a past tense without changing the tense of the past or past perfect subjunctive.

- *He **acted** as if he **knew** everything.*

Main clause	**Adverbial clause of manner**	
present simple / past simple	as if / as though +	past subjunctive / past perfect

Activity 1: Gap-filling (Task a, p. 193)

- To provide some practice on the point

- Tell SS to read the sentences and choose *as* or *as if* to complete each of them.

- Remind SS of the situation and what the clause wants to express.

- Tell SS to compare answers in pairs.

	- Call on SS to read their completed sentences. - Invite class opinions and comments. - Go over the answers with the class. (*See Teacher's Guide for answers*)	
	Activity 2: What do you say in these situations? (Task b, p. 194) - Tell SS to read the situations and write what they would say in each case. - Tell SS to begin with '*You look …*', '*You sound …*' or '*I feel as if …*' and the cues given. - Tell SS to compare answers with a partner. - Call on SS to write their sentences on the board. - Invite class opinions and comments. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To provide practice on the language in use
	Activity 3: Sentence completion (Handouts) - Give out handouts with sentence beginnings. **(Appendix 3)** - Ask SS to complete each of the sentences so that they are true to them. - Go round to monitor and give help with vocabulary if necessary. - Get SS to work with a partner and compare answers. - Choose SS to read out their sentences to the rest of the class. - Invite class opinions and comments. - Give feedback and comments. (*Student's personal answers*) Possible answers: 1. I feel as if I need a long sleep. / I'm going to be sick. 2. I still enjoy cartoons as I did when I was a child. / I don't enjoy cartoons as my friends do. 3. My best friend speaks English as if she were a native speaker. / she is speaking Vietnamese. 4. I feel as though I never have enough time to sleep	- To personalize the task and let SS express themselves

	/ do housework. 5. Nowadays many people act as though they are very rich. / as if they are capable of anything. / as if they can afford anything. 6. Travelling by plane doesn't bother me as it did a few years ago. 7. When I am sad or tired, my dog looks at me as if he understood me. / as if he wants to share it with me.	
IV. Home-work	**Sentence completion** (Task c, p. 194) - Tell SS to do Task c, p. 194.	- More practice at home

Appendix 1: **Activity 3 - Putting in a correct particle**

away out of over on back down

Complete each sentence with a suitable particle in the box.

1. How's your father? Has he got _________ his operation yet?
2. 'How is Tom getting _________ at school?'
3. They are planning to get _________ for a few days at the end of the term.
4. This hot weather is getting me _________ .
5. Lucy gets _________ well with the people she works with and enjoys her job.
6. Don't lend him any money. You can never get it _________ .
7. She finds it hard to get _________ the habit of going to bed early.

Appendix 2: **Activity 2 - Gap-filling**

Complete the sentences with a suitable connector.

1. Joe worked hard. _________ , he didn't get promoted.
2. _________ he is very old, he works in the garden every day.
3. I'm too tired to go out. _________ , it looks like rain.
4. He revised all his lessons. _________ , he did very well on the test.
5. The house looks old, _________ it is very nice.
6. His parents were not poor _________ he always felt they neglected him.
7. The weather has been awful this week. The camping trip has, __________ , been cancelled.

Appendix 3: **Activity 3 - Sentence completion**

Complete each of the sentences so that they are true to you. Use adverbial clauses of manner with as, as if / as though.

1. I feel as if ______________________________.
2. I (still enjoy /don't enjoy) cartoons ____________________.
3. My best friend speaks English ______________________.
4. I feel as though I never have enough time to ______________ ______________________________________.
5. Nowadays many people act ________________________.
6. Travelling by (plane / car /...) doesn't bother me __________ ______________________________________.
7. When I am sad or tired, my (dog / cat / ...) looks at me ________ ______________________________________.

Unit 16 Association of Southeast Asian Nations

Reading Comprehension

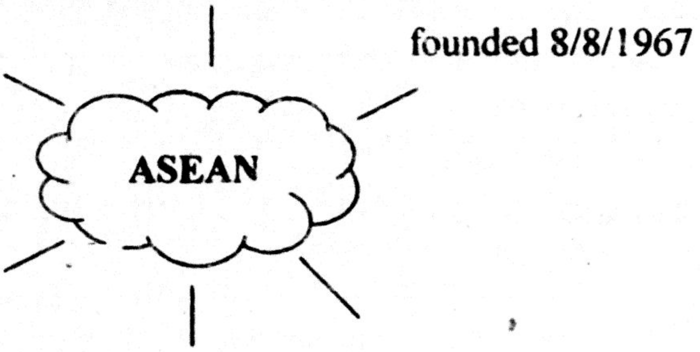
Objectives:
- By the end of the lesson, students are able to read for specific information or details.
- By the end of the lesson, students improve their skill of skimming for general ideas.
- By the end of the lesson, students improve their skill of guessing meaning of words from context.
- By the end of the lesson, students know more about ASEAN and its member countries.

Skills: - Reading: scanning, skimming; speaking

Teaching aids: - handouts,

Stage	**Procedure**	**Aims**
I. Warm-up	**Game: Spelling Auction** - Divide SS into four or five groups. - Tell SS they have $ 500 to spend on the vocabulary in the list.	- To create interest,

	(You may want to explain the meaning of 'auction' and 'bid' to make sure SS understand them. **auction**: bán đấu giá **bid**: ra giá, trả giá - Tell SS you'll auction each word and SS bid against the other groups. Some of the words are badly spelt and are in fact worth nothing. - At the end, the group with the highest number of correctly spelt words is the winner of the game. - In the event of a draw, the team with the most money left wins. - Declare the winner. Here is a selection of words. The correct spellings are given in brackets.	to engage SS, and to lead to the topic - To create competition and learning atmosphere
	bicause (because), important, Asian, (receipt) begining (beginning), maner (manner), contry (country), business, adress (address), asociation (association), biscuit, botom (bottom), area, neibour (neighbour), politics, foreign	
	Transition: Sometimes you do better trade in association with others. ASEAN is an example. Unit 16 focuses on ASEAN and its member countries. - Write on the board: **Unit 16 Association of Southeast Asian Nations** **Reading**	
II. Pre-reading	**1. Matching pictures with names** (Task a, p. 195) - Tell SS to look at the pictures and match them with their suitable names or explanations. - Call on SS to give answers and check with the class. (*See Teacher's Guide for answers*) - Elicit from SS what they know about these places. - Invite the class to discuss and share opinions. - Give feedback and comments. **2. Brainstorming ideas** - Brainstorm and elicit SS ideas, what they know about ASEAN.	- To provide something visual and interesting

	- You may want to give some prompts for SS to think and talk about. • Year founded • Number of member countries • Aims; purposes • Programs and activities • Regulations • …  - Note down SS ideas in the web on the board and check with the class. - Give feedback and comments.	- To engage SS and let them express opinions
III. While-reading	Activity 1: **Guessing the meaning of words from context** (Task a, p. 197) - Pair off SS and ask them to read the text and find the words listed in column A. - Tell SS to try to work out roughly their meanings from the context and then match the word or phrases with their suitable meanings in column B. - Call on SS to give answers. - Go over the answers with the class and check their Vietnamese equivalents. (*See Teacher's Guide for answers*) - Have SS listen and repeat these words.	- To develop SS skill of guessing meaning of words from context - To give some practice on pronunciation
	Activity 2: **Main ideas – Matching** - Write down on the board these phrases about the main ideas of the paragraphs of the text and two extra ones. a. *The different themes of ASEAN Youth Camps*	- To train the skill of

	b. *The first ASEAN Youth Camp* c. *The sixth ASEAN Youth Camp* d. *A general introduction of ASEAN Youth Camp* e. *ASEAN Youth Camp's purpose* - Ask SS to skim the text and match the paragraphs with their suitable main ideas. - When they have finished, tell SS to compare answers with a partner. - Call on SS to give answers and explanations for their choice. - Go over the answers with the class. Expected answers: par. 1 – d; par. 2 – a; par. 3 – c	skimming for general ideas
	Activity 3: Completing the table (Task b, p. 197) - Tell SS to have a look at the table and see what information they are expected to find. - Ask SS to scan the text for the missing information about ASEAN Youth Camp to complete the table. - When they have finished, tell SS to work with a partner and compare answers. - Call on SS to give information to complete the table and check with the class. (*See Teacher's Guide for answers.*)	- To develop SS skill of reading for detail
	Activity 3: Questions and Answers (Task c, p. 197) - Pair off SS. - Ask SS to read the text and find the answers to the questions. - Tell SS to work in pairs, and make questions and give answers. - Call on pairs of SS to ask and answer the questions. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- More practice on scanning for specific information
IV. Post-reading	**Discussion** - Put SS into small groups of four or five students. - Tell SS to discuss and share ideas on the following	- To allow SS

	questions: 1. Have you ever taken part in a youth camp? What did you do there? 2. Have you visited any of the ASEAN countries? What do you think of the country? Tell us your experiences. - Move around to monitor and give help where necessary. - Note down errors for correction later. - Then, choose SS to present the opinions their groups to the rest of the class. - Invite class opinions and comments. - Give feedback and comments.	to express themselves and share experiences
V. Homework	**Vocabulary review** - Tell SS to review the new vocabulary learnt in the reading text.	- For SS to review the vocab.

Unit 16 Association of Southeast Asian Nations

Listening

Objectives:

- By the end of the lesson, students are able to listen for specific information.
- By the end of the lesson, students improve their skil of listening for detail.
- By the end of the lesson, students know more abou "Visit ASEAN Pass".

Skills: - Listening: scanning, listening for detail; speaking

Teaching aids: - CD, CD player; handouts

Stage	Procedure	Aims
I. Warm-up	**Game: Hot Seat** - Divide the class into 2 groups, A and B. - Ask for 2 representatives from the 2 groups to the seats in the front. - Tell SS you are going to write words or phrases on the board, one at a time, the groups describe them so that the representatives can say what it is. Tell SS they can't use words of the same family or translations. - The first one to say the word wins one point for their group. The groups with more points wins the game. - Check SS' understanding of instructions and have them start the game. - Keep a running total of points for each group on the board. - Declare the winner. These are the words used in the game: ASEAN TAKE PLACE MEMBER CULTURE BOARDING PASS RULES - Ask SS if they have travelled by plane and then what a boarding pass is. Possible answer: When you check in at the airport, you are given a boarding pass. It is a kind of ticket that allows you to board a plane. Transition: In the listening section today, we'll get to know about "Visit ASEAN Pass", what we can get from owning one. - Write on the board: **Unit 16 Association of Southeast Asian Nations** **Listening**	- To create interest, and to introduce the lesson
II. Pre-listening	**1. Brainstorming** (Task a, p. 189)	

	- Tell SS to work in groups, look at the picture and discuss what "Visit ASEAN Pass" is and what it offers. - Call on SS to present the ideas of their groups to the class. - Note down SS main ideas on the board. - Give feedback and comments.	- To brainstorm ideas and engage SS
	2. Teaching vocabulary: Multiple choice (Task b, p.198) - Get SS to work in pairs and read the sentences. - Tell SS to work out what the words in italics mean in that context and choose the option that is closest in meaning to each word. - Call on SS to give answers and check with the class. (*See Teacher's Guide for answers*)	- To pre-teach some vocab. to help SS understand the listening text better
III. While-listening	**Activity 1: Multiple choice questions** (Task c, pp. 199 - 200) - Ask SS to read the questions and the options to have an idea what information to look for in the listening. - Play the recording and ask SS to listen and choose the correct information to complete each sentence. - Have SS compare answers with a partner. - Play the recording again and let SS check their answers. - Call on SS to give their answers. - Let SS listen again and check their answers. - Go over the answers with the class. (*See Teacher's Guide for answers.*)	- To provide practice on listening for specific information
	Activity 2: Comprehension questions - Write these questions on the board: 1. What do 'Hotel VAP' and 'Tour VAP' offer? 2. Is 'VAP' for ASEAN tourists only? 3. How does 'VAP' attract young people to the region? - Ask SS to listen to the recording again and find the answers to the questions. - Get SS to work with a partner and compare	- To develop SS skill of listening comprehension

	answers. - Have SS listen to the recording and check their answers. - Call on SS to read out their answers. - Ask SS to listen to the recording again and check the answers for the last time. Suggested answers: 1. They offer reductions on hotel and tour expenses. 2. No, non-ASEAN visitors can also use "VAP". 3. 'VAP' attracts young people by launching more promotional packages.	
IV. Post-listening	**Discussion** - Divide SS into small groups of four or five. - Tell SS to discuss and share opinions on the following questions: ◦ *Would you like to own a 'VAP'? Why? Why not?* ◦ *What advantages can you have when Viet Nam Airlines offers low rate tickets?* - Go round to monitor and give help where needed. - Choose SS to present the opinions of their groups to the rest of the class. - Invite class opinions and comments. - Give feedback and comments.	- To integrate some speaking and to get SS to express opinions
V. Home-work	**Sentence making** - Ask SS to make a sentence about 'VAP' based on the information they can remember from the listening lesson. For example: *'VAP' offers low rate air fares to tourists.*	- For SS to review the information in a writing tas

Unit 16 Association of Southeast Asian Nations

Speaking

Objectives:	-	By the end of the lesson, students know more about ASEAN member countries.
	-	By the end of the lesson, students improve their speaking skills.
Skills:	-	Speaking: Asking for and giving information;
Teaching aids:	-	cards

Stage	Procedure	Aims
I. Warm-up	**Game: Spellbound** - Divide SS into four groups. - Give a rule and ask the groups to take turns to say a word as required. Assigned different SS to say a word. - Tell SS they may not say the same word that another group has already said. Any student who can't give a word is out of the game, and the winner is the group with the last student left. - After a time, change the first rule, and then change it regularly. Here are some suggested rules. If the class find this too easy, you could give the several rules at the same time. 1. a word include the letter C 2. a word include two vowels 3. a word with two consonant together 4. an adjective include the letter H 5. a noun ending with letter D 6. a word with a silent letter - Declare the winner. Transition: Today we'll practise asking for and giving information about ASEAN member countries. - Write on the board:	- To create interest, and to introduce the lesson

	Unit 16 Association of Southeast Asian Nations **Speaking**	
I. Pre- peaking	**1. Matching capital cities with countries** (Task a, p. 200) - Have SS work in pairs. - Tell SS to look through the names of the countries and match them with their capital cities. - Call on SS to give answers and check with the class. (*See Teacher's Guide for answers*)	- To check SS general knowledge
	2. Acting out the dialogue (Task b, p. 201) - Pair off SS and ask them to role-play and act out the dialogue. - Choose some pairs of SS to act out the conversation in front of the class. - Give feedback and comments	- To provide SS with a sample dialogue
	3. Eliciting and Introducing useful language - Elicit and introduce useful language for asking for and giving information about countries. **Useful Expressions** • What is the capital city of ...? *Its capital city is ...* • What is the population of ...? *It has about ... inhabitants.* *It has a population of ..* • What is its area? / How big is it? *It's about ... square km.* • Could you tell me about its main exports? *It mainly exports ...* • What about its main imports? / What does the country mainly import? *Its main imports are ...* • What are some of its main tourist attractions? *You can visit ...* • Do you know any specialty / speciality of the country? *Yes, you can enjoy/ there are ...* • Where about is it in Asia? *It borders ... to the south, ...*	- To provide language input to facilitate speaking tasks later, and to give SS an idea what to ask about a country

III. While-speaking	**Activity 1: Talking about the countries ...** (Task c, p. 202) - Divide SS into pairs. - Tell SS to ask for and give information about the countries using the facts given in the table. - Tell SS they can use the language notes provided for help. - Go round to monitor and give help where necessary. - Call on a pair or two to act out in front of the class. - Give feedback and comments.	- For SS to practise asking for and giving information about some countries
	Activity 2: Information Gap (Handouts) - Pair off SS as A and B. - Give out handouts, Student A card A, student B card B. **(Appendix 1)** - Tell SS to make questions to their partners to find out the information to complete the chart, and give information in response to their partners' questions. - Move around to monitor and note down errors for correction later. - Call on pairs of SS to act out their exchanges to the class. - Tell SS to listen and check to see if they got the same information. - Give feedback and comments.	- To make the task meaningful and communicative
IV. Post-speaking	**Listening: Guess the place** (Handouts) - Read some information about the place you have visited and ask SS to guess the name of the place or country. **(Appendix 2)** - Tell SS the facts about the place such as special tourist attractions, and some special features will help them recognize it. Expected answer: Singapore - Then get SS to work in small groups, write some information about a place they have visited or would like to visit. - Go round to monitor and give help where necessary. - Call on SS from each group to read their description for the class to guess the name of the place or country. - Ask SS what information helps them make their	- To provide some listening as a consolidation and to check if SS have remembered these facts

	decision. - Give feedback and comments.	
V. Home-work	**Media search** - Tell SS to do some media search to find out facts about a member country of ASEAN.	- Sth to do at home

Appendix 1: Activity 2 - Information Gap

Card A

1. Indonesia
area: __________ sq km
population: __________ people
capital: Jakarta
cultural and tourist attractions:
Bali, Java, Sumatra, Jakarta
Exports: __________
Imports: raw materials, consumer goods, fuels

2. Myanmar
area: 676,552 sq km
population: __________ people
capital: Naypyidaw
cultural and tourist attractions:
____
Exports: pulses, beans, rice, rubber
Imports: __________

Card B

1. Indonesia
area: 1,890,754 sq km
population: 219,205,000 people
capital: __________
cultural and tourist attractions:
____
Exports: petroleum, liquerfied natural gas, timber, textiles,
Imports: __________

2. Myanmar
area: __________ sq km
population: 47,374,000 people
capital: __________
cultural and tourist attractions:
Mandalay, Shwedagon Pagoda in Yangoon, National museum
Exports: __________
Imports: machinery, chemicals, food products, consumer goods

Appendix 2: Listening – Guess the place

Listening scripts

It's very small with all the population live in the city. It's a multi-cultural society with many ethnic groups like the Chinese, Malay, Tamil, etc. and English is the official language. The country has no natural resources but it has a good human resource. It imports almost everything, from raw materials to jewelry and groceries. However, it exports intellectual products such as electronic and information technology products. It's green and very clean. Sentosa Island is a famous beauty spot with a big merlion, the symbol of the country.

Unit 16 Association of Southeast Asian Nations

Writing

Objectives:
- By the end of the lesson, students are able to write a description of information in a chart.
- By the end of the lesson, students improve their writing skill in general.

Skills: - Writing: describing charts

Teaching aids: - handouts

Stage	Procedure	Aims
I. Warm-up	Game: **Word Square** (Handouts) - Arrange SS to work in small groups. - Give each group a handout of a word square. **(Appendix)** - Tell SS to work in groups and find as many words as possible. - The group with the correct words wins the game. - Declare the winner. - Ask SS what most of these words refer to. (Suggested: change) Transition: Today we'll practise writing a description of information in a chart. - Write on the board:	- To create interest, and to introduce the lesson

	Unit 16. Association of Southeast Asian Nations Writing	
II. Pre-writing	**1. Introducing a general outline** - Tell SS a description must say what the chart is about, and then mention significant points of change over the period as well as the overall trend. ***General Outline*** . An introduction sentence (title, what the graph is about) . The kind of changes (increase or decrease) and the period of time involved: - overall trend - significant points of change . A comparison of different sets of information	- To provide SS with a general outline of a description
	2. Introducing useful language - Elicit and introduce some useful language for the writing tasks. 1. Some verbs often used in the introduction sentence: *show / describe / represent / present / illustrate / indicate / reveal* *E.g. – The chart indicates the number of tourist arrivals in three countries: Viet Nam, Singapore and Thailand in the years 2000, 2005 and 2006.* 2. Verbs used to express change: ↗ *increase, rise, go up* ↘ *decrease, decline, fall, go down, drop, ...* 3. Adverbs used to express the speed of change: *slightly, steadily, gradually, significantly, remarkably, considerably, suddenly, sharply, dramatically, drastically* Instead of using verbs with adverbs, we can use expressions with adjectives and nouns. E.g. - rise steadily → show a steady rise - fall considerably → (there is) a considerable fall 4. Other expressions: *to remain constant / stable / unchanged /*	- To provide SS with some language input to facilitate writing tasks later

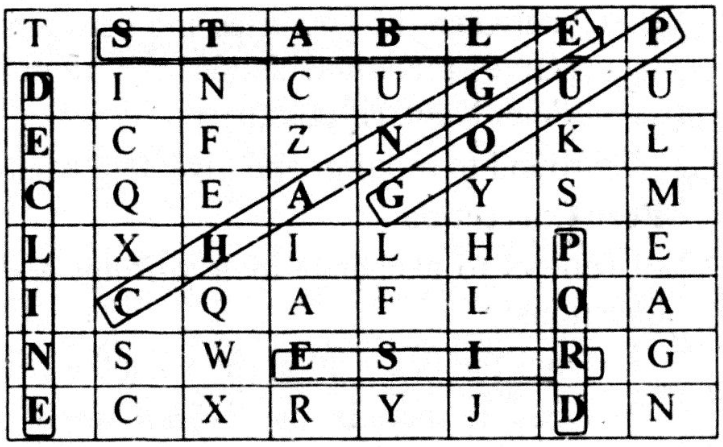
	consistent / the same *to fluctuate between ... and ... / to experience some fluctuations* *Between 2000 and ...* *In 2006 ...* *Since 2005 ...* *Compared with ... / in comparison with ...* *more / fewer / less ... than ...* *It is clear from the chart that ...* *It is noticeable that ...* **3. Answering the questions** (Tasks a & b, p. 203) - Tell SS to work in pairs, study the chart and try to find answers to the three questions. (*See Teacher's Guide for answers*) - Tell SS by making such questions and answers they will get an idea what to include in the description. - Tell SS to use sentence connectors to link the answers and add some figures to have a complete part of a description. - Get SS to compare what they have with the sample in Task b. Tell SS there is no fixed answer.	- For SS to know what a description is like and to provide a sample
III. While-writing	**Activity 1: Writing another part of the description** (Task c, p.203) - Ask SS to find answers to similar questions about Singapore and Thailand and write the part of description of these two countries. - Tell SS they can refer to the sample and use the language notes to help. - Go round to monitor and give help where needed. - Have SS work with a partner, exchange descriptions and check together.	- To get SS to another part of the description
	Activity 2: Writing a complete description - Tell SS these are only separate parts of a description. - Ask SS they need to add an introduction sentence to make it clear what the chart is about, and to make comparison to see the differences in tourist arrivals in	- To allow SS to write a complete description in an academic

	the three countries and over the period. - Tell SS these questions can help them: 1. What does the chart represent? 2. According to the chart, which country attracted the most tourists in all three years? And which country the least? How much is the difference? 3. How did the number increase in each country from 2000 to 2005, and between 2005 and 2006? 4. Interpret the reasons for the differences between the countries and between the periods. Give recommendation for improvement for Viet Nam. (if possible) - Go round to monitor and give help where necessary.	way - To guide SS how to compare and contrast information
IV. Post-writing	**Peer Correction** - Tell SS to exchange their writings and answer the questions: 1. Does the description say what the chart is about? 2. Does it include the overall trend of the three countries? 3. Does it include significant points of change over the period? 4. Does it include comparison and show the contrast between the countries and at different times? 5. Does it give any relevant interpretation or recommendation? - Call on two students to write their descriptions on the board to check as a class. - Invite the class to give corrections and comments. - Give feedback and comments.	- For SS to share and learn from each other - For SS to know how to assess a piece of writing
V. Home-work	**Language review** - Tell SS to review the expressions used in describing information from charts.	- Sth to do at home

Appendix: Game – Word square

T	S	T	A	B	L	E	P
D	I	N	C	U	G	U	U
E	C	F	Z	N	O	K	L
C	Q	E	A	G	Y	S	M
L	X	H	I	L	H	P	E
I	C	Q	A	F	L	O	A
N	S	W	E	S	I	R	G
E	C	X	R	Y	J	D	N

Answers:



T	S	T	A	B	L	E	P
D	I	N	C	U	G	U	U
E	C	F	Z	N	O	K	L
C	Q	E	A	G	Y	S	M
L	X	H	I	L	H	P	E
I	C	Q	A	F	L	O	A
N	S	W	E	S	I	R	G
E	C	X	R	Y	J	D	N

Unit 16 Association of Southeast Asian Nations

Language Focus

Objectives:
- By the end of the lesson, students learn some phrasal verbs with BRING and TAKE.
- By the end of the lesson, students are able t distinguish between BRING and TAKE.
- By the end of the lesson, students are more confider using adverbial clauses in English.

Skills:
- Language use; writing

Teaching aids:
- handouts;

Stage	**Procedure**	**Aims**
I. Warm-up	**Game: Verb Chain** - Get SS to work in small groups. - Tell SS to take turns to give a phrasal verb, alternatively change the particle and the verb. - Give an example to demonstrate: A – get up. B – get out. C – take out. D – take up … - If a student can't think of one, they are out of the game. - The students left in the groups then compete against each other. - The last student left is the winner of the game. - Declare the winner. Transition: Today we'll learn more phrasal verbs with *Bring* and *Take*. - Write on the board: **Unit 16 Association of Southeast Asian Nations** **Language focus**	- To create interest, and to introduce the lesson
II. Word study	**WORD STUDY** **Phrasal verbs with BRING and TAKE** The basic difference between BRING and TAKE is that BRING means carry something towards the speaker, while TAKE means carry it away from the speaker, as in: *bring it here; take it there.* However, the meaning of many phrasal verbs are different from the combination of its parts. Following are just some common phrasal verbs with BRING and TAKE. Bring sb up = raise Bring about = cause to happen Bring sth back = re-introduce sth; return sth Bring sth out = produce sth Bring sth down = lower; reduce sth Take after sb = resemble sb Take back sth = withdraw sth Take sth in = understand sth	- To introduce the language point and to give some common examples

	Take sb in = deceive sb Take off = leave the ground; remove Take on = employ; undertake Take up = start a hobby	
	Activity 1: Replacing underlined verbs with suitable phrasal verbs (Task a, p. 204) - Ask SS to read the sentences and choose a suitable phrasal verb with TAKE in the box to replace the verb underlined. - Have SS work in pairs and compare answers. - Call on SS to read out their new sentences and check with the class. - Check the answers with the class. (*See Teacher's Guide for answers*)	- To give some controlled practice
	Activity 2: Gap-filling (Task b, pp. 204 - 205) - Tell SS to read the sentences and choose a suitable verb, *bring* or *take*, to fill in each blank. - Tell SS to use the correct form of the verbs. - Get SS to compare answers in pairs. - Call on SS to read their completed sentences. - Invite class corrections and comments. - Go over the answers with the class. (*See Teacher's Guide for answers*)	- To provide more practice on the language point
	Activity 3: Matching to make full sentences (Handouts) - Put SS into pairs and give out handouts with two columns of phrases and clauses of sentences. **(Appendix 1)** - Ask SS to work in pairs and match each phrase or clause with the best ending to have meaningful sentences. - Get SS to work in small groups and compare answers. - Call on SS to read out their sentences and check with the class. - Go over the answers with the whole class. Expected answers: 1. d 2. f 3. a 4. e 5. b 6. g 7. c	- To provide more practice and get SS to guess meaning of phrasal verbs in context

<table>
<tr>
<td>III. Grammar</td>
<td>Review of adverbial clauses / phrases:
<table>
<tr><th>Types of clause</th><th>Conjunctions / Linking words</th></tr>
<tr><td>Time</td><td>when, while, as soon as, after, before, until, by the time, since</td></tr>
<tr><td>Place</td><td>where, wherever, everywhere, anywhere</td></tr>
<tr><td>Reason</td><td>Because, as, since, for, because of</td></tr>
<tr><td>Result</td><td>Consequently, as a result, therefore, so</td></tr>
<tr><td>Concession (contrast ideas)</td><td>Although, though, even though, despite, in spite of, but, yet, while, whereas, no matter how</td></tr>
<tr><td>Manner</td><td>As, as if, as though</td></tr>
<tr><td>Purpose</td><td>So that, in order that, to, in order to, so as to</td></tr>
<tr><td>Condition</td><td>If, only if, in case, unless</td></tr>
</table>
Activity 1: Gap-filling (Task a, p. 205)
- Tell SS to read the sentences and choose a suitable conjunction in the box to complete each of them.
- Remind SS to pay attention to the function of the conjunctions and what each clause wants to express.
- Tell SS to compare answers in pairs.
- Call on SS to read out their completed sentences and check with the class.
- Go over the answers with the class.
<i>(See Teacher's Guide for answers)</i>
Activity 2: Joining sentences using clause markers (Task b, p. 206)
- Put SS into pairs.
- Tell SS to read the pairs of sentences and then use a suitable conjunction / clause connector to combine them.
- Remind SS of the structure and verb form in different types of adverbial clause.
- Get SS to work in small groups and compare answers.</td>
<td>- To provide a generalization of adverbial clauses and the conjunctions used in each type
- To provide SS with some controlled practice on adverbial clauses
- For SS to practise using different types of</td>
</tr>
</table>

	- Choose SS to write their sentences on the board. - Invite the class to give corrections and comments. - Go over the answers with the whole class. (*See Teacher's Guide for answers*)	connector
	Activity 3: **Error recognition** (Handouts) - Give out handouts with sentences with adverbial clauses. (**Appendix 2**) - Tell SS some of the sentences are incorrect. And they have to find the mistakes and correct them as required. - Ask SS to work with their partners and compare answers. - Call on SS to give their answers and explanations for each sentence. - Go over the answers with the class. Suggested answers: see **Appendix 2**	- To see if SS have known how connectors are used
IV. Homework	**Revision** - Tell SS to revise the lessons and prepare for the end-of term test.	- For SS to revise the lessons

Appendix 1: Activity 3 - Matching to make full sentences

Match each phrase or clause with the best ending. Write the letter next to the number on the left.

1. He should apologize and take
2. My aunt brought
3. I don't think I take
4. I've taken
5. The plane couldn't take
6. Viet Crafts are taking
7. Thousands of athletes from the member countries took

1. ___ a. after my mother or father.
2. ___ b. off in thick fog yesterday.
3. ___ c. part in the games.
4. ___ d. back his criticism.
5. ___ e. up jogging in order to lose weight.
6. ___ f. up her three children without any help.
7. ___ g. on 50 skilled workers for this year's export drive.

Appendix 2: Activity 3 - Error recognition

Some of the sentences are correct. Some are incorrect. Check (✓) the correct sentences. For those that are incorrect, find the mistakes and correct them by rewriting the sentences in the space provided.

1. Although he didn't have any money, but he lived comfortably.

   ____

2. I didn't do the problem so that it was too difficult.

   ____

3. Mike's cough was worsening; as a result, he quit the soccer team.

   ____

4. Despite it was raining, we went ahead with the picnic.

   ____

5. Exams are over. Though, I still feel tense and nervous.

   ____

6. Revise your lessons in case you can do the test well.

   ____

7. Tell me the answer as soon as you find out.

   ____

8. When some people prefer living in the city, others can't bear it.

   ____

Suggested answers:

1. *Although* he didn't have any money, he lived comfortably.

Or: He didn't have any money, *but* he lived comfortably.

2. I didn't do the problem *because* it was too difficult.
3. ✓
4. *Although* it was raining, we went ahead with the picnic.
5. Exams are over. *However*, I still feel tense and nervous.

Or: Exams are over. I still feel tense and nervous, *though*.

6. Revise your lessons *so that* you can do the test well.
7. ✓
8. *While* some people prefer living in the city, others can't bear it.

MỤC LỤC

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